

# Teacher's Guide

## Spider<sup>®</sup>

THE MAGAZINE FOR CHILDREN

### MAGAZINE ARTICLES

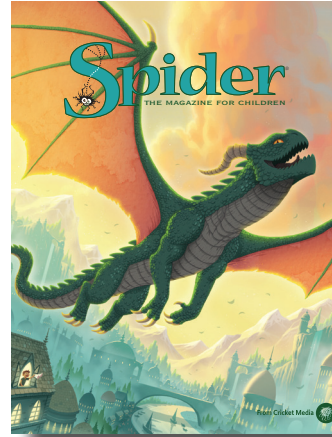
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From Cricket Media



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## OVERVIEW

*In this magazine, readers will learn how different characters think, feel, and react to the situations they find themselves in. **Spider: March 2017** includes*

*stories about rival cousins, a girl and boy who each want what the other has, a cat who needs a job, and a family that goes on a special trip.*

## ESSENTIAL QUESTION:

***What do different characters think and feel about a situation?***

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

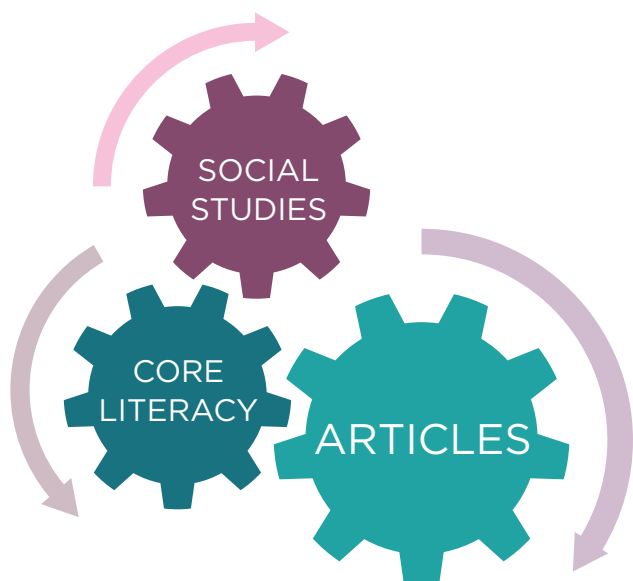
## READ INDIVIDUAL ARTICLES PAGES 4 - 10

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



## TEACH A MINI-UNIT PAGES 12 - 14

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



**Essential Question:** What do different characters think and feel about a situation?

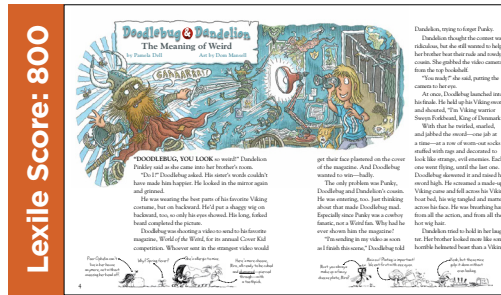
MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Doodlebug &amp; Dandelion</b> Contemporary Realistic Fiction	A perspective is a way of thinking about something. Different story characters may have different perspectives, or ways of thinking, about the same thing.	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Analyze Visual Information</li> <li>• Analyze Perspectives</li> <li>• Write a Story</li> </ul>	<i>Reading 3, 5 &amp; 7</i> <i>Writing 3</i>
<b>Jumping on the Bed</b> Humorous Poem	The feeling readers get from a poem or story is called the mood. <i>Joyful</i> , <i>creepy</i> , and <i>sad</i> are some words that could be used to describe mood.	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Analyze Imagery</li> <li>• Analyze Mood</li> <li>• Write a Poem</li> </ul>	<i>Reading 1, 4 &amp; 6</i> <i>Writing 3</i>
<b>Too Many Dragons</b> Fantasy	A fantasy story may include both realistic and imaginary elements.	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Analyze Perspectives</li> <li>• Analyze Mood</li> <li>• Write a Letter</li> </ul>	<i>Reading 2, 3, 5 &amp; 6</i> <i>Writing 3</i>
<b>Jabberwocky</b> Nonsense Poem	Nonsense poems are funny and silly and usually have strong rhyme and rhythm. They may use made-up words and describe fantastic creatures.	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Analyze Sound Devices</li> <li>• Analyze Word Choice</li> <li>• Read a Poem Aloud</li> </ul>	<i>Reading 1, 2 &amp; 4</i> <i>Speaking &amp; Listening 1</i>
<b>Career Cat</b> Fantasy	The theme of a story is the message or big idea an author shares with readers.	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Analyze Visual Information</li> <li>• Analyze Perspectives</li> <li>• Write a Personal Narrative</li> </ul>	<i>Reading 2, 3, 6 &amp; 7</i> <i>Writing 3</i>
<b>Whisker-Lickin' Doggo Biscuits</b> Procedure	Procedure texts usually include numbered steps to help readers understand how to do or make something.	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Analyze Tone</li> <li>• Analyze Word Choice</li> <li>• Write Directions</li> </ul>	<i>Reading 1 &amp; 4</i> <i>Writing 2</i>
<b>The Day the Sea Split</b> Contemporary Realistic Fiction	Readers can learn about characters by paying attention to their actions, words, and thoughts.	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Analyze Perspectives</li> <li>• Compare Texts</li> <li>• Write a Journal Entry</li> </ul>	<i>Reading 2, 3, 6 &amp; 9</i> <i>Writing 3</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1 & 3; Writing 3 & 5*

# ARTICLE: Doodlebug & Dandelion

Magazine pages 4 - 8, Contemporary Realistic Fiction



Doodlebug's favorite magazine, *World of Weird*, is holding its annual Cover Kid competition. Whoever sends in the strangest video of themselves will get their picture on the magazine cover. Doodlebug really wants to win the competition, but so does his rival cousin, Punky. Tempers flare as the two boys create their videos.

## ESSENTIAL QUESTION

**What do different characters think and feel about a situation?**

## CORE CONTENT CONCEPT

**Language Arts** A perspective is a way of thinking about something. Different story characters may have different perspectives, or ways of thinking, about the same thing.

## CROSS-CURRICULAR EXTENSION

**Art/Social Studies** What did the Vikings really look like? Did they wear helmets with horns? Use the library or the internet to find out more about the Vikings. Create a collage of words and drawings to show what you learn.

## KEY VOCABULARY

**fanatic (p. 5)** a person who is very enthusiastic about something

**hoards (p. 6)** large amounts of something

**smug (p. 7)** showing the annoying quality of people who feel very pleased or satisfied with their abilities or achievements

**glumly (p. 7)** in a sad or depressed manner

## PREPARE TO READ

Display the word *rival* and ask students what it means. Explain that a rival is a person who tries to defeat or be more successful than someone else. Ask students to name rivals in books, movies, and TV shows. Then discuss how two rivals might feel about each other. Explain that the next story is about rivals.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why is Doodlebug angry in the story? Support your response with details from the text. *CCSS Reading 3*
- How do Dandelion and Tomiko plan to help Doodlebug? Use details from the story to support your response. *CCSS Reading 3*
- How would you describe Punky? Cite details from the text to support your response. *CCSS Reading 3*

### Craft and Structure

- Analyze Visual Information** With a partner, find the words in the story that connect to the different pictures. What details from the story do the pictures help you understand? *CCSS Reading 7*
- Analyze Perspectives** Why does Doodlebug want to win the contest? Why does Punky want to win? Compare their feelings. What do their feelings tell you about their personalities? *CCSS Reading 6*

## WRITING

**Write a Story** Continue the story by writing about how Doodlebug, Dandelion, and Tomiko use the gadgets and contraptions to make a new costume. Include a description of the new video and use dialogue in your story. Read your story to the class.

# ARTICLE: Jumping on the Bed

Magazine page 9, Humorous Poem



For the speaker in this poem, jumping on the bed isn't just fun, it's a wild adventure.

## ESSENTIAL QUESTION

**What do different characters think and feel about a situation?**

## CORE CONTENT CONCEPT

**Language Arts** The feeling readers get from a poem or story is called the mood. *Joyful*, *creepy*, and *sad* are some words that could be used to describe mood.

## CROSS-CURRICULAR EXTENSION

**Art** Create a different illustration for this poem. Show some of the imaginative ideas and comparisons from the poem in your picture.

## KEY VOCABULARY

**raging (p. 9)** happening in a destructive, violent, or intense way

## PREPARE TO READ

Ask students if they have used their imagination lately. Then discuss ways students use their imagination to make something more fun. For example, when they make a snack, do they ever pretend they are on a cooking show? Share your own examples of using imagination. Then read the poem aloud.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you tell about the speaker in this poem? Use details from the poem to support your answer. *CCSS Reading 1*
- Which details show that the speaker is having a really good time? Cite these details. *CCSS Reading 1*
- What does the speaker imagine when she feels rushing air in her ears? Support your response with details from the poem. *CCSS Reading 1*

### Craft and Structure

- **Analyze Imagery** Which images in this poem appeal to your sense of hearing? Which appeal to your sense of sight? With a partner, identify these images. Describe what you visualized when you read them. *CCSS Reading 4*
- **Analyze Mood** What is the mood of "Jumping on the Bed"? Which words and details create this mood? *CCSS Reading 6*

## WRITING

**Write a Poem** Use your imagination to write a poem in which you describe an ordinary experience in new way. Your poem could be funny, scary, serious, or silly. Create unusual comparisons and use interesting words. Then read your poem to the class.

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## TENT

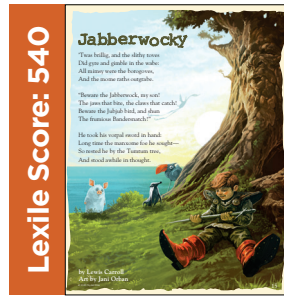
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## RRICULAR N

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Lewis Carroll's "Jabberwocky" may be the most famous nonsense poem ever written. Some of the words in the poem have no real meaning—they were invented by Carroll.

## ESSENTIAL QUESTION

**What do different characters think and feel about a situation?**

## CORE CONTENT CONCEPT

**Language Arts** Nonsense poems are funny and silly and usually have strong rhyme and rhythm. They may use made-up words and describe fantastic creatures.

## CROSS-CURRICULAR EXTENSION

**Writing** Create a list of your own made-up words. Include nouns, verbs, and adjectives. Then use them to write a nonsense poem. Read your poem to classmates and see if they can figure out the meanings of your made-up words.

## KEY VOCABULARY

**shun (p. 15)** avoid

**sought (p. 15)** searched for

**whiffling (p. 16)** blowing unsteadily

**slain (p. 17)** killed someone or something, especially in battle

**chortled (p. 17)** laughed out of pleasure

## PREPARE TO READ

Explain that "Jabberwocky" is a humorous nonsense poem full of made-up words that have no real meaning. Continue by telling students that they can use the words they recognize to figure out what's going on in the poem. Read the poem aloud. Discuss students' reactions and then read it aloud again.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

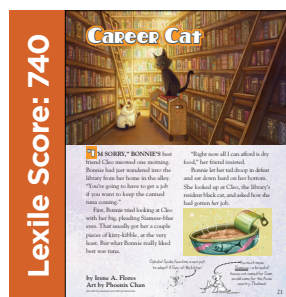
- Which words in the poem are nonsense words with no real meaning? Make a list of these words. *CCSS Reading 1*
- What is the Jabberwocky? How would you describe it? Cite details from the story to support your response. *CCSS Reading 3*
- What story does this poem tell? Support your answer using details from the poem. *CCSS Reading 2*

### Craft and Structure

- **Analyze Sound Devices** Which lines rhyme in the first stanza? Is this pattern repeated in any other stanzas? Work with a partner to identify stanzas that repeat the pattern. *CCSS Reading 4*
- **Analyze Word Choice** Work with a partner to rewrite one stanza using real words in place of the nonsense words. Use the words in the stanza that you know to help you understand and replace the nonsense words. *CCSS Reading 4*

## SPEAKING AND LISTENING

**Read a Poem Aloud** "Jabberwocky" is a fun poem to read aloud. With a small group of classmates, take turns reading different stanzas aloud. You might need to practice a few times. Use your voice to make the poem sound fun. When your group is ready, read the poem to another class.



Bonnie is an alley cat that loves tuna, but she doesn't have any money to buy it. When she decides to look for a job, it takes a little while for her to find the right one.

## ESSENTIAL QUESTION

**What do different characters think and feel about a situation?**

## CORE CONTENT CONCEPT

**Language Arts** The theme of a story is the message or big idea an author shares with readers.

## CROSS-CURRICULAR EXTENSION

**Science** Use the library and internet to learn more about cats. Make a list of interesting facts to share with your classmates.

## KEY VOCABULARY

**regally** (p. 22) like a king or queen

**bolted** (p. 22) left very suddenly and quickly

**plodded** (p. 24) walked slowly and heavily

**mournful** (p. 25) very sad

## PREPARE TO READ

Ask students if they ever do chores around the house or odd jobs in their neighborhood to earn money. Then ask them what they spend their earnings on. Finally, tell students that they will read about a cat named Bonnie that needs a job so she can buy tuna, her favorite food.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

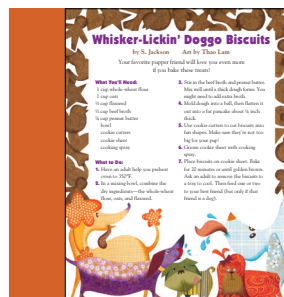
- Describe Bonnie's personality, appearance, and talents. Support your response with details from the story. *CCSS Reading 3*
- Why is Bonnie fired from the library, the laundromat, and the massage therapists's store? Cite text details to support your response. *CCSS Reading 3*
- What lesson does Bonnie learn in this story? Use this to help you write the theme of the story. Support your answer with story details. *CCSS Reading 2*

### Craft and Structure

- Analyze Visual Information** Work with a partner to find the words and details from the story that are shown in the illustrations. What additional information do you get from the illustrations? *CCSS Reading 7*
- Analyze Perspectives** How does Bonnie feel about the way she does each of her jobs? How do the people who hire her feel about how she does her job? How does this change when she meets the man in the suit? *CCSS Reading 6*

## WRITING

**Write a Personal Narrative** Bonnie tries three different jobs before she finds the right one. Write about a time when you had to keep trying at something before you got it right. Describe how you felt when you didn't get it right the first time. Explain what made you want to keep trying.



This treat may not sound tasty to you, but your favorite dog will have a different perspective.

## ESSENTIAL QUESTION

**What do different characters think and feel about a situation?**

## CORE CONTENT CONCEPT

**Language Arts** Procedure texts usually include numbered steps to help readers understand how to do or make something.

## CROSS-CURRICULAR EXTENSION

**Writing** Create a cookbook for pets. Use the internet to find 4-6 recipes for making treats for gerbils, hamsters, parakeets, dogs, or other creatures. Create illustrations and introductions for your recipes. Then make a cover for your book.

## KEY VOCABULARY

**flaxseed (p. 26)** the small seed of the flax plant that is added to food to make it more nutritious

**broth (p. 26)** liquid in which food, such as meat, has been cooked

## PREPARE TO READ

Ask students to share their experiences with cooking and baking. Invite volunteers to describe some of the things they like to make for friends and family. Then ask if any students have ever cooked for their pets. Explain that this recipe describes how to make dog treats.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Identify details that tell you that this recipe is for dogs, not humans. Would you understand this without these details? Explain your answer. *CCSS Reading 1*
- Why does Step 5 tell readers to make sure the biscuits are not too big? What might happen if they were too big? *CCSS Reading 1*
- What might happen if you didn't follow all the directions in Step 7? Cite details from the text to support your response. *CCSS Reading 1*

### Craft and Structure

- Analyze Tone** How does the author feel about making treats for dogs? Does the author seem to think it is a serious project or a fun and creative project? Identify the words and details that reveal how the author feels. *CCSS Reading 4*
- Analyze Word Choice** Work with a partner to list the cooking verbs used in the "What to Do" section. Then see if you can think of some other cooking verbs to add to your list. *CCSS Reading 4*

## WRITING

**Write Directions** Think of a snack or dish that you know how to make, such as a peanut butter and jelly sandwich. Write a "What You'll Need" list and a "What to Do" list of steps for making the recipe. Number the steps and include a title. Add any tips you think would be helpful. Finally, create a picture to go with your recipe.

# ARTICLE: The Day the Sea Split

Magazine pages 27 - 31, Contemporary Realistic Fiction



Hyun Mi lives in South Korea with her parents and her little brother. One day, they go on a special outing that ends with a great surprise for Hyun Mi.

## ESSENTIAL QUESTION

**What do different characters think and feel about a situation?**

## CORE CONTENT CONCEPT

**English Language Arts** Readers can learn about characters by paying attention to their actions, words, and thoughts.

## CROSS-CURRICULAR EXTENSION

**Social Studies** Learn more about the Jindo dogs and why they are so important to the island of Jindo. Find out if they are good pets. Create a short report, with pictures, about this dog breed.

## KEY VOCABULARY

**kimchi (p. 27)** a traditional fermented Korean side dish made of vegetables

**emerged (p. 29)** rose up or came into view

**ferry (p. 30)** a boat that is used to carry people and things for a short distance between two places

**phenomenon (p. 31)** something that is unusual or difficult to explain

## PREPARE TO READ

Show students South Korea on a world map or globe. Point to the island of Jindo, which is located just off the southwest tip of South Korea. Explain to students that the next story takes place on Jindo.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why are Hyun Mi and her family headed to Jindo? Cite details from the story to support your response. *CCSS Reading 3*
- Both Papa and Hyun Mi ask, "Do you believe in miracles?" What miracles are they talking about? Use story details to support your answer. *CCSS Reading 3*
- Summarize the important events in this story. Use details from the story to write your summary. *CCSS Reading 2*

### Craft and Structure

- **Analyze Perspective** Compare Hyun Mi and Min Ho's reaction to the sea splitting apart. Are they both interested in what's happening? Look for information in the story that reveals their reactions. *CCSS Reading 6*
- **Compare Texts** Work with a partner to compare the story details on page 29 with the information in the text box on page 31. Use a Venn diagram (p. 15) to record similarities and differences. *CCSS Reading 9*

## WRITING

**Write a Journal Entry** Pretend that you are Hyun Mi. Write a journal entry to describe your outing to Jindo. Include information about the train trip, the dogs on the beach, and the splitting of the sea. Describe how you feel about your outing and your new puppy.

### CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- The stories “Too Many Dragons” and “The Day the Sea Split” tell about characters who find themselves in unusual places. Write 1-3 paragraphs to compare the feelings and experiences of Charlie and Hyun Mi. Think about how each character ends up in an unusual place, what they do there, and how they feel about these places.
- Think about the illustrations in “Doodlebug & Dandelion,” “Too Many Dragons,” and “Jabberwocky.” How do the illustrations help you understand the unusual situations in the stories? Are the illustrations important to each text? Why or why not?
- Imagine you work at a T-shirt shop. One of your most popular shirts has this sentence written on it: “I love to \_\_\_\_\_.” After a customer buys the shirt, she can write what she loves to do on the blank line. Choose four characters from the magazine and write the words they would put on their T-shirt. Draw T-shirt outlines and write the words on the shirts.
- Compare the portrayal of dragons in “Too Many Dragons” and the beast in “Jabberwocky.” In what ways are these mythical creatures similar? How are they different? Write a paragraph to explain your ideas.
- Think about Doodlebug from “Doodlebug and Dandelion” and Bonnie from “Career Cat.” Write 1-2 paragraphs to compare how these characters deal with the problems they face. Are they similar in the way they face problems? Explain.

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

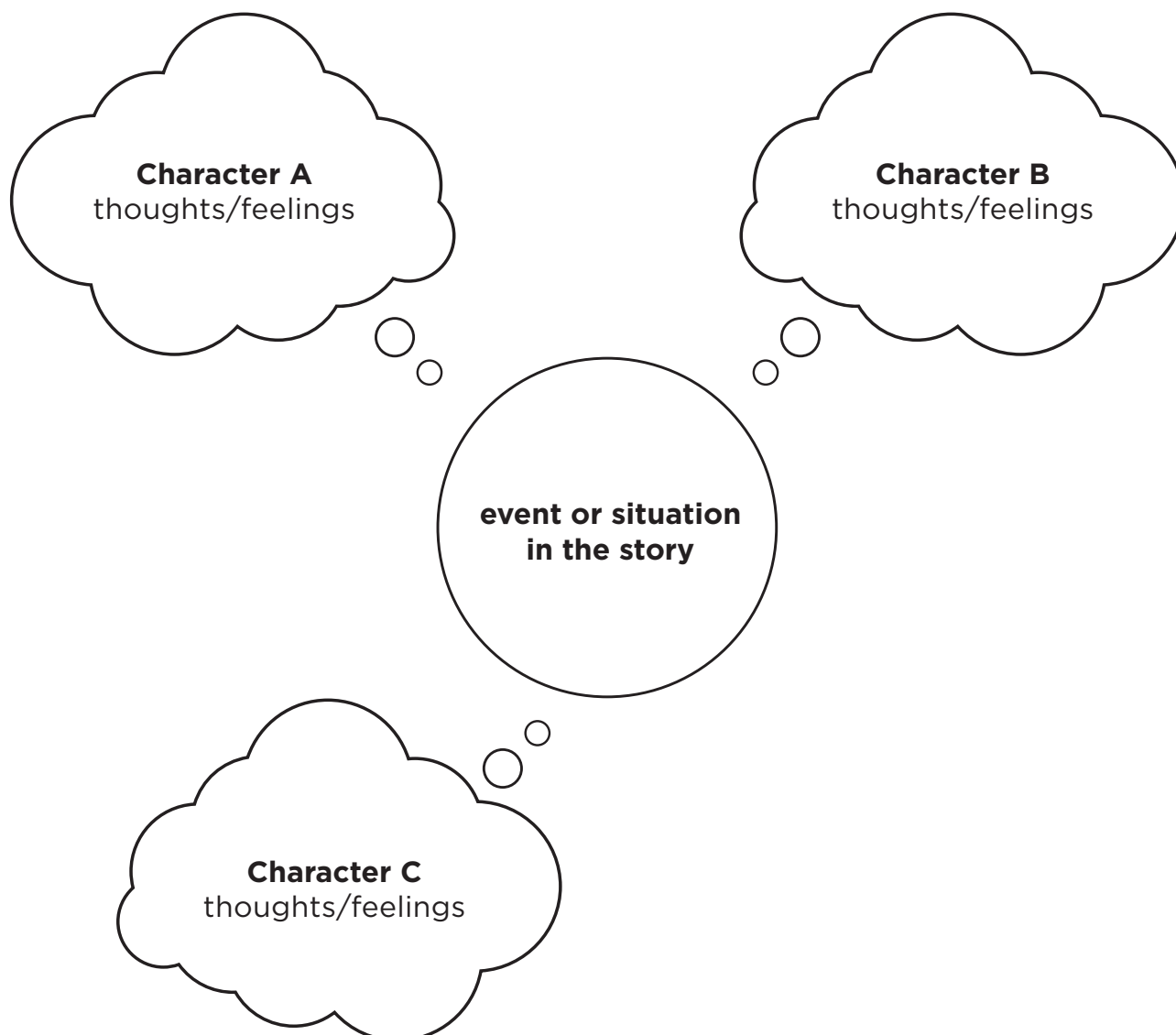
**ENGAGE**
**READ FOR A  
PURPOSE**
**APPLY**

This mini-unit gives students the opportunity for an in-depth look at characters' perspectives. First, students will review how different characters from a magazine story feel about a situation. Then they will create a scrapbook page and write a diary entry from the perspective of a character from the magazine.

**ENGAGE:** Engage students in the topic of characters' perspectives by reviewing the

**Essential Question: What do different characters think and feel about a situation?**

**Next, draw a chart like the one below and use it to discuss the perspectives of different characters in one of the magazine texts.**





### READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: Character Scrapbook** Tell students that they will create a scrapbook page and write a diary entry from a story character's perspective. Continue by explaining the following project requirements.

**For the scrapbook page, you will:**

1. Draw 2 pictures to show
  - the character's friends or family
  - the problem the main character faces
2. Draw 2 souvenirs or objects that the character would put in his or her scrapbook. These should connect to story events and show the character's personality.
3. Write captions for pictures and souvenirs to explain what they show or why they are important to the character.

**For the diary entry, you will:**

1. Write the entry from the character's point of view.
2. Describe how the character thinks and feels at the end of the story.
3. Write at least two paragraphs.

**RETURN TO THE TEXT:** Explain to students that before they can create their scrapbook page and diary entry, they need to review details from the story about their character. Distribute the Scrapbook/Diary Planning Chart (p. 15) to all students. Point out that the questions are written from the character's point of view to help students start thinking like their character. Tell students to jot down notes to answer the questions and then list ideas for pictures and souvenirs on the back of the page.





**APPLY: CHARACTER SCRAPBOOK:** Now that students have gathered details about a character, they are ready to create the scrapbook pages and diary entries. Students should work independently on this project.

**Materials**

- completed Scrapbook/Diary Planner
- drawing paper
- writing paper
- markers, colored pencils, crayons

**STEP 1: Build Background** Remind students that they will be creating scrapbook pages and diary entries from a character's point of view, so they will need to "get inside the character's head" for this project.

**STEP 2: Draw Pictures and Souvenirs** Tell students to draw a rough draft of their scrapbook page before making the final drawing. Remind them to write captions for their pictures and souvenirs and to refer to the task list and notes on their Scrapbook/Diary Planner. Tell students to use their imagination to make the scrapbook page look fun and interesting.

**STEP 3: Rough Draft** Remind students that they will be writing in the first-person point of view, using the words I and me. After students have finished writing their diary drafts, have them use the list below to review and create their final drafts.

- I wrote from the character's point of view.
- I described how my character thinks and feels.
- I included information about important story events.

**STEP 4: Proofread** Have students use the following checklist to proofread their final drafts and captions:

- My sentences express complete thoughts.
- I have corrected run-on sentences.
- My subjects and verbs agree.
- I have checked for spelling errors.

**STEP 5: Share** Have students take turns reading their diary entries to the class and passing around their scrapbook pages. Display projects in the classroom.



**NAME:** \_\_\_\_\_

## SCRAPBOOK/DIARY PLANNER

**List your ideas for pictures and souvenirs on the back of this page.**

Character's Name:

Story Title:

What do I want or care about? Why?	What conflicts or problems do I have? How do I deal with them?
What strong feelings do I have about other characters?	How do I feel at the end of the story? Why?

### Task List

**For the scrapbook page, you will:**

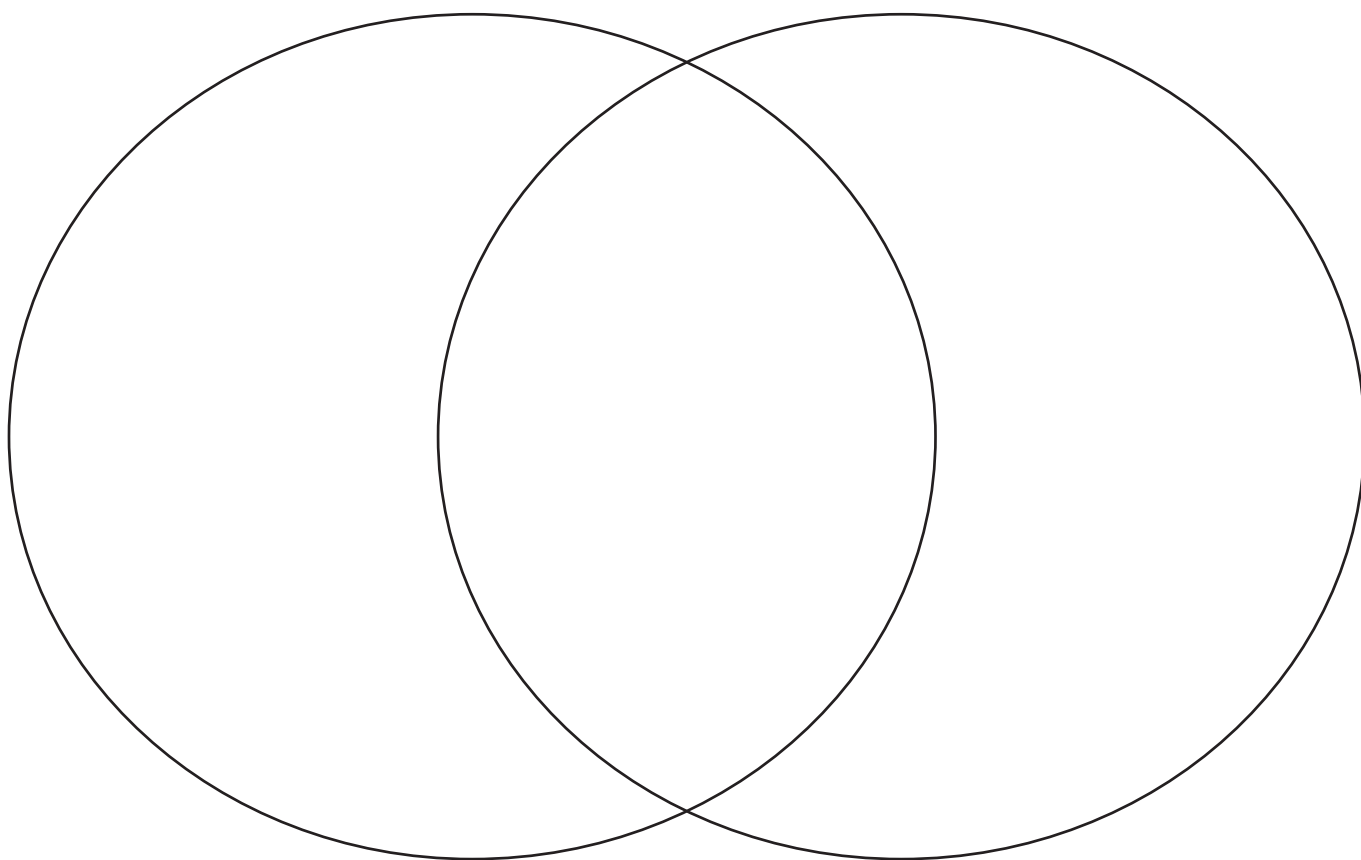
1. Draw 2 pictures to show
  - the character's friends or family
  - the problem the main character faces
2. Draw 2 souvenirs or objects that the character would put in his or her scrapbook. These should connect to story events and show the character's personality.
3. Write captions for pictures and souvenirs to explain what they show or why they are important to the character.

**For the diary entry, you will:**

1. Write the entry from the character's point of view.
2. Describe how the character thinks and feels at the end of the story.
3. Write at least two paragraphs.

NAME: \_\_\_\_\_

## VENN DIAGRAM





## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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## KEY IDEAS AND DETAILS

<b>Read closely to determine what a text says explicitly.</b>	Reading 1	
<b>Make logical inferences</b> to determine what the text communicates implicitly.	Reading 1	
<b>Cite specific textual evidence to support conclusions</b> drawn from the text.	Reading 1	
<b>Determine central ideas or themes</b> of a text and analyze their development.	Reading 2	
<b>Summarize key supporting details and ideas.</b>	Reading 2	
Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text.	Reading 3	

## CRAFT AND STRUCTURE

<b>Interpret words and phrases</b> as they are used in a text.	Reading 4	
<b>Determine technical, connotative, and figurative meanings.</b>	Reading 4	
Analyze how specific <b>word choices</b> shape meaning or tone.	Reading 4	
Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the <b>genre, key elements, and characteristics</b> of literary texts.	Reading 5	
Assess how <b>point of view or purpose</b> shapes the content and style of a text.	Reading 6	
Analyze how an <b>author's style and tone</b> affects meaning.	Reading 6	

## INTEGRATION OF KNOWLEDGE AND IDEAS

<b>Integrate and evaluate content</b> presented in diverse media and formats.	Reading 7	
<b>Identify and evaluate the argument and claims</b> in a text.	Reading 8	
<b>Analyze how two or more texts address similar themes or topics.</b>	Reading 9	

## WRITING

Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write <b>narratives</b> to develop real or imagined experiences or events.	Writing 3	
<b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained <b>research projects</b> .	Writing 10	



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

## C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

## STATE OR DISTRICT STANDARD

### CIVICS

Analyze the **origins, functions, and structure of different governments** and the **origins and purposes of laws** and key constitutional provisions.

Summarize core **civic virtues and democratic principles**.

Evaluate **policies** intended to address social issues.

### ECONOMICS

Evaluate the **benefits and costs of individual economic choices**.

Analyze **economic incentives**, including those that cause people and businesses to specialize and trade.

Explain the **importance of resources** (i.e. labor, human capital, physical capital, natural resources) in **methods of economic production**.

**Explain** the **functions of money** in a market economy.

**Explain** the importance of **competition** in a market economy.

Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of **how individual and government actions affect the production of goods and services**.

**Analyze economic patterns**, including activity and interactions between and within nations.

### GEOGRAPHY

**Construct and use maps** and other graphic representations (i.e. images, photographs, etc.) of different places.

**Explain cultural influences** on the way people live and modify and adapt to their environments.

**Analyze places, including their physical, cultural and environmental characteristics** and how they change over time.

Analyze **movement of people, goods, and ideas**.

**Analyze regions, including how they relate to one another** and the world as a whole from a political, economic, historical, and geographic perspective.

### HISTORY

Interpret historical context to **understand relationships among historical events or developments**.

Evaluate historical events and developments to identify them as **examples of historical change and/or continuity**.

**Analyze perspectives**, including factors that influence why and how individuals and groups develop different ones.

**Evaluate historical sources**, including their reliability, relevancy, utility, and limitations.

**Analyze causes and effects**, both intended and unintended, of historical developments.



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## **DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES**

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## **DIMENSION 2: CROSSCUTTING CONCEPTS**

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## **DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS**

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

### **LIFE SCIENCE**

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

### **PHYSICAL SCIENCE**

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

### **EARTH SCIENCE**

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

### **SPACE SYSTEMS**

- Solar System
- Planets
- Moon
- Sun

