

## Grades 6–8 English Language Arts and Social Studies Common Core Alignment

Our lesson plans align closely with Middle School ELA and Social Studies Common Core Standards, ensuring students can practice and apply requisite grade-level skills to the texts they read. Below, we have highlighted a few of the informational reading and social studies standards our materials best meet. Next to each standard, we list sample questions, activities, and discussions that demonstrate how skills outlined in that standard are incorporated into our lessons.

Standard	Common Core Phrasing	How We Align
Using Textual Evidence to Support a Claim	<p><u>English Language Arts</u></p> <p><i>Grade 6</i> CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Grade 7</i> CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Grade 8</i> CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Social Studies</u></p> <p><i>Grades 6–8</i> CCSS.ELA-LITERACY.RH.6–8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>Most of our group-based discussion questions (including literal, inferential, and evaluative questions) require students to reference specific parts of the passage and provide textual evidence in front of their peers. Below, we have listed a few examples of questions that fall under this standard.</p> <ul style="list-style-type: none"> <li>• <b>LESSON 1 – QUESTION</b> How did Melba Beals become aware of racism from a young age? This question is literal in type and gauges student understanding and retention of the interview. Students must explicitly recall or find Beals’ response within the text to synthesize an answer.</li> <li>• <b>LESSON 2 – QUESTION</b> What does Chung mean when she says Korea was like a “fantasy” to her? This question is inferential in type and requires students to reread and refer to a specific section of the passage. Students must work together to analyze the author’s word choice and draw a conclusion based on textual context.</li> <li>• <b>LESSON 5 – QUESTION</b> Ibtihaj Muhammad talks about how Ms. Winter did not want to give her name a chance. How does Muhammad feel when Ms. Winter decides to call her by a shortened version of her name? Why is Ibtihaj Muhammad’s name so important to her? This question is inferential in type and requires students to reread and refer to a specific section of the passage. Students must analyze Ibtihaj Muhammad’s reaction and interpret its meaning and significance using textual evidence.</li> </ul>

<p>Analyzing Interactions Between Individuals, Ideas, and Events</p>	<p><u>English Language Arts</u>  <i>Grade 6</i>          CCSS.ELA-LITERACY.RI.6.3          Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><i>Grade 7</i>          CCSS.ELA-LITERACY.RI.7.3          Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><i>Grade 8</i>          CCSS.ELA-LITERACY.RI.8.3          Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><u>Social Studies</u>  <i>Grades 6-8</i>          CCSS.ELA-LITERACY.RH.6-8.3          Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Several group-based questions within each lesson ask students to identify the author's values and tie it to their own lives or modern society. Through this type of questioning, students analyze the connections between individuals and the ideas they present. Below, we have listed a few examples of questions and activities that fall under this standard.</p> <ul style="list-style-type: none"> <li>• <b>LESSON 1 – ACTIVITY</b> In the Primary Activity, students read through a timeline of the Civil Rights Movement to gain key background information and context before engaging with the Melba Beals NPR Interview. Afterwards, when listening, students are tasked with identifying the relationship and drawing parallels between the history of civil rights in America and Melba Beals' experiences.</li> <li>• <b>LESSON 1 – QUESTION</b> Identify one of Melba Beals' values and describe how it shaped or helped her throughout her life. This question requires students to draw inferences about Melba Beals' values based on textual context. Subsequently, students must analyze the relationship between her values and her experiences—charting how an idea influences an individual.</li> <li>• <b>LESSON 4 – QUESTION</b> Nwoffiah ends on the final thought that he has forged a new identity for himself as a Nigerian American. What is special and different about his third identity? Students must analyze, then interpret the relationship between the speaker's experiences and his Nigerian American identity.</li> </ul>
<p>Determining the Meaning of Words and Phrases in Text</p>	<p><u>English Language Arts</u>  <i>Grade 6</i>          CCSS.ELA-LITERACY.RI.6.4          Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Several group-based discussion questions have students closely analyze author's craft and determine how it enables the author to convey his or her purpose. Below, we have listed a few examples of questions that fall under this standard.</p> <ul style="list-style-type: none"> <li>• <b>LESSON 3 – QUESTION</b> Why does the author use untranslated words? This question requires students to evaluate the significance of deliberately-placed untranslated words in the poem "Mother Country," recognizing how it allows the author to celebrate his native culture.</li> </ul>

	<p><i>Grade 7</i> CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><i>Grade 8</i> CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><u>Social Studies</u> <i>Grades 6-8</i> CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<ul style="list-style-type: none"> <li>• <b>LESSON 5 – QUESTION</b> Ibtihaj Muhammad says that “no one extended an invitation” for her. What does this mean? How does she overcome this? This question has students closely read and analyze a metaphor used by Ibtihaj Muhammad in her writing. Students will implicitly develop an understanding of how it conveys the author’s message.</li> </ul>
<p>Identifying and Evaluating Author’s Purpose</p>	<p><u>English Language Arts</u> <i>Grade 6</i> CCSS.ELA-LITERACY.RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><i>Grade 7</i> CCSS.ELA-LITERACY.RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><i>Grade 8</i> CCSS.ELA-LITERACY.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Several group-based questions and activities directly ask students to interpret, present, and evaluate the author’s purpose. Below, we have listed a few examples of questions and activities that fall under this standard.</p> <ul style="list-style-type: none"> <li>• <b>LESSON 3 – ACTIVITY</b> In the Secondary Activity, students are divided into groups and assigned different stanzas of “Mother Country” by Richard Blanco to close read. After analyzing and discussing their section, each group must present the purpose of their given stanza to the class.</li> <li>• <b>LESSON 5 – QUESTION</b> Why does Ibtihaj Muhammad write this book? What message does she want to send to readers? This question requires students to identify the author’s message in Ibtihaj Muhammad’s autobiography. Students must delve into Muhammad’s perspective and express how it is conveyed in the text.</li> </ul>

	<p><u>Social Studies</u> CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	
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