



MIDDLE SCHOOL PROGRAM 2013-2014

STUDENT PROJECTS AND RELATED TEXT

COMMON CORE STANDARDS

FOR ENGLISH LANGUAGE ARTS GRADES 6-8\*

Career Exploration	It's Your Future	What's the Big Idea?	Career Cluster Buster Quiz	Your Favorite Careers	Create a Career Profile	Career Review: Big Ideas	Section 1 – Communication	Section 2 – Entertainment	Section 3 – Green	Section 4 – Health	Section 5 – Money	Section 6 – STEM	Future Prep	Questions About High School?
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Anchor Standards for Reading Informational Text

<b>Key Ideas and Details (*citations abbreviated)</b>														
1. Cite strong and thorough textual evidence	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Determine central ideas; analyze details, development	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3. Analyze introduction, interaction, connection of ideas	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Craft and Structure</b>														
4. Determine meaning of words and phrases	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5. Analyze structure of text – sentence, paragraph, chapter, etc.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Determine point of view or purpose	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Integration of Knowledge and Ideas</b>														
7. Integrate, compare, contrast, evaluate text use in different media		●	●	●	●	●	●	●	●	●	●	●	●	●
8. Trace, evaluate, delineate argument, specific claims		●	●	●	●	●	●	●	●	●	●	●	●	●
9. Compare, contrast, analyze different versions of same topic		●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Range of Reading and Text Complexity</b>														
10. By year end, read, comprehend literary nonfiction at grade level														

Anchor Standards for Writing

<b>Text Types and Purposes</b>														
1. Write arguments to support claims					●	●	●	●	●	●	●	●	●	●
2. Write informative/explanatory texts					●	●	●	●	●	●	●	●	●	●
3. Write narratives to develop experiences					●	●	●	●	●	●	●	●	●	●
<b>Production and Distribution of Writing</b>														
4. Produce clear and coherent writing					●	●	●	●	●	●	●	●	●	●
5. With some guidance, develop and strengthen writing as needed					●	●	●	●	●	●	●	●	●	●
6. Use technology to produce and publish writing					●	●	●	●	●	●	●	●	●	●
<b>Research to Build and Present Knowledge</b>														
7. Conduct short research projects to answer a question	●	●	●	●	●	●	●	●	●	●	●	●	●	●
8. Gather information from multiple print and digital sources		●	●	●	●	●	●	●	●	●	●	●	●	●
9. Draw evidence from literary, informational texts		●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Range of Writing</b>														
10. Write routinely over extended time frames					●	●	●	●	●	●	●	●	●	●

Anchor Standards for Speaking and Listening

<b>Comprehension and Collaboration</b>														
1. Engage effectively in a range of collaborative discussions					●	●	●	●	●	●	●	●	●	●
2. Interpret, analyze information, ideas, purpose in diverse media, formats					●	●	●	●	●	●	●	●	●	●
3. Delineate a speaker's argument and specific claims					●	●	●	●	●	●	●	●	●	●
<b>Presentation of Knowledge and Ideas</b>														
4. Present claims and findings, sequencing ideas, emphasizing points					●	●	●	●	●	●	●	●	●	●
5. Include multimedia, visual displays to clarify information, claims					●	●	●	●	●	●	●	●	●	●
6. Adapt speech to a variety of contexts, tasks					●	●	●	●	●	●	●	●	●	●

Anchor Standards for Language

<b>Conventions of Standard English: Demonstrate command of ...</b>														
1. Conventions of standard English grammar, usage	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Conventions of standard English capitalization, punctuation, spelling	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Knowledge of Language</b>														
3. Use language conventions in writing, speaking, reading, listening	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Vocabulary Acquisition and Use</b>														
4. Determine meaning of unknown, multiple-meaning words, phrases	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5. Demonstrate understanding of figurative language, etc.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Acquire and use academic and domain-specific words	●	●	●	●	●	●	●	●	●	●	●	●	●	●