Appendix 3

Correlation to Common Core State Standards Grade 6 and Next Generation Science Standards

Common Core State Standards Grade 6

Reading Standards for Informational Text (RI)

RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing Standards (W)

W.1: Write arguments to support claims with clear reasons and relevant evidence.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards (SL)

SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Language Standards (L)

L.6: Determine or clarify meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.

Reading Standards for Literacy in History/Social Studies (RH)

RH.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.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.

RH.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)

WHST.1: Write arguments focused on discipline-specific content.

WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

WHST.10: Write routinely over extended time frames (time for reflection and revision) shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Geometry (G)

5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Statistics and Probability (SP)

6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the questions and accounts for it in the answers.

Next Generation Science Standards (NGSS) - Science and Engineering Practices

Asking Questions and Defining Problems (AQDP):

- Ask questions that arise from careful observation of phenomena, models, or unexpected results.
- Ask questions to clarify or identify evidence and the premise(s) of an argument.
- Ask questions that challenge the interpretation of a data set.
- Formulate a question that can be investigated within the scope of the classroom, school laboratory, or field with available resources and, when appropriate, frame a hypothesis based on a model or theory.

Planning and Carrying Out Investigations (PCOI):

- Conduct an investigation and evaluate and revise the experimental design to ensure that the data generated can meet the goals of the experiment.
- Collect data and generate evidence to answer scientific questions or test design solutions under a range of conditions.

Analyzing and Interpreting Data (AID):

- Construct, analyze, and interpret graphical displays of data to identify linear and nonlinear relationships.
- Analyze and interpret data in order to determine similarities and differences in findings.

Using Mathematics and Computational Thinking (UMCT):

- Use mathematical arguments to describe and support scientific conclusions and design solutions.

Constructing Explanations and Designing Solutions (CEDS):

- Apply scientific knowledge and evidence to explain real-world phenomena, examples, or events.

Engaging in Argument from Evidence (EAE):

- Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation for a phenomenon or a solution to a problem.