

Arizona College and Career Ready Standards Correlation for Middle School - September 2013

✓ Indicates that the lesson addresses the PO either as written or through suggested extensions or adaptations.

* Indicates that the lesson can be adapted or extended to meet the PO, but does not explicitly provide an activity.

Specific Grade	Content Area (Strands, Concepts, and POs)	Lesson 1	Lesson 2	Lesson 3
	MATHEMATICS			
	Standards for Mathematical Practice (MP)			
6th - 8th	MP.1. Make sense of problems and persevere in solving them.	*	*	*
6th - 8th	MP.2. Reason abstractly and quantitatively.	*	*	*
6th - 8th	MP.3. Construct viable arguments and critique the reasoning of others.	*	*	*
6th - 8th	MP.4. Model with mathematics.	*	*	*
6th - 8th	MP.5. Use appropriate tools strategically.	*	*	*
6th - 8th	MP.6. Attend to precision.	*	*	*
6th - 8th	MP.7. Look for and make use of structure.	*	*	*
6th - 8th	MP.8. Look for and express regularity in repeated reasoning.	*	*	*
	READING			
	Reading Informational Text			
	<i>Key Ideas and Details</i>			
6th-7th	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RI.1 and 7.RI.1)	✓	✓	✓
8th	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8.RI.1)	✓	✓	✓
6th	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RI.2)	✓	✓	✓
7th	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (7.RI.2)	✓	✓	✓
8th	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (8.RI.2)	✓	✓	✓
	<i>Craft and Structure</i>			
6th	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6.RI.4)	✓	✓	✓
7th	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. (7.RI.4)	✓	✓	✓
8th	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. (8.RI.4)	✓	✓	✓
6th	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (6.RI.5)	✓	✓	✓
7th	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7.RI.5)	✓	✓	✓
8th	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (8.RI.5)	✓	✓	✓
	<i>Integration of Knowledge and Ideas</i>			
6th	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RI.8)	✓	✓	✓
7th	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (7.RI.8)	✓	✓	✓
8th	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (8.RI.8)	✓	✓	✓
	Literacy in Science and Technical Subjects			
	<i>Integration of Knowledge and Ideas</i>			
6th-8th	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (6-8.RST.7)	✓	✓	✓
6th-8th	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (6-8.RST.8)	✓	✓	✓

WRITING				
Text Types and Purposes				
6th	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. (6.W.1) 		✓	✓
7th -8th	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. (7.W.1 and 8.W.1) 		✓	✓
6th - 8th	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. (6.W.2) 		✓	✓
Production and Distribution of Writing				
6th - 8th	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (6-8.W.4)		✖	✖
6th - 8th	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (6.W.6)		✖	✖
7th -8th	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (7.W.6)		✖	✖
8th	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (8.W.6)		✖	✖
SPEAKING & LISTENING				
Comprehension and Collaboration				
6th-8th	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade level topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.		✖	✖
6th	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)		✖	✖
7th	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (7.SL.3)		✖	✖
8th	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (8.SL.3)		✖	✖