COMMON CORE CONNECTIONS

Forensics: Cool Women Who Investigate

Grade: 6 Language
CCSS.ELA-Literacy.L.6.3,3a,4,4a,4b,4c,4d,5,5b,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3a Vary sentence patterns for meaning, reader/listener interest, and style.
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 6-8 History/Social Studies
CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources.
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.
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).
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.
5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
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).
8 Distinguish among fact, opinion, and reasoned judgment in a text.
9 Analyze the relationship between a primary and secondary source on the same topic.
10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

COMMON CORE CONNECTIONS

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Grade: 6-8 Science & Technical Subjects
CCSS.ELA-Literacy.RST.6-8.1,2,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of science and technical texts.
2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades
6–8 texts and topics.
5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
7 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).
8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Grade: 6 Speaking & Listening
CCSS.ELA-Literacy.SL.6.1,1c,1d,2,3,4,5,6

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.
1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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.
3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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.
5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.).

Grade: 6-8 Writing HST
CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10

1 Write arguments focused on discipline-specific content.
2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard
format for citation.
9 Draw evidence from informational texts to support analysis reflection, and research.
10 Write routinely over extended time frames (time for 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.