

ELA Essential Standards Alignment with Social Studies Standards

Grades 3-8

This document was created to align the ELA Essential Standards for grades 3-8 with the Disciplinary Skills and Processes Standards for Social Studies. The examples listed use open education resources or [credible websites](#) but are only examples. It is important that you are using your district adopted curriculum, book lists, and resources as well as following district policy regarding generative AI and supplemental resources. We hope these examples will give you inspiration on how to integrate ELA and social studies.

Things to consider when using this document:

- The social studies standards listed here are not the only standards that can be taught with the ELA standards.** This document only references the Disciplinary Skills and Processes (SP) standards. It is important to review the Civics (C), Economics (E), Geography (G), and History (H) standards that can be applied to the activities and learning done in class. See an example below.

6.RI.8 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.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Students will trace and evaluate arguments and specific claims in a text, distinguishing those supported by reasons and evidence from those that are not, and construct clear explanations using logical reasoning, correct sequence, examples, and relevant information or data. For Example: The teacher will introduce The Instruction of Ptahhotep (2400 BCE) and who Ptahhotep was. As students read, they complete a graphic organizer divided into four sections: phrase from the text, role in structure (rule, example, explanation), contribution to main idea (what does it show about leadership?). Students will conclude by answering the prompt: <i>Explain how Ptahhotep’s advice fits into the overall purpose of his text and what it reveals about Egyptian society.</i> When completing the above activity, students are also practicing the below content social studies standards: 6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied
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- Make sure you recognize the difference between Reading for Information (RI) and Reading for Literature (RL). RL Essential Standards begin in 3rd grade, and we have provided examples of texts that can meet these standards. *Please refer to district approved book lists when deciding what text to use with RL.*
- Some of these sources may need to be excerpted, transcribed, or selected by the teachers.
- Social Studies educators should be using the AASA resources in their classroom to support some of the Essential Standards that we do not have a connecting standard for but still grade in class (vocabulary, grammar, and spelling).

Looking for more guidance or specific lesson plans? Head to [ADEL.AZED.GOV](#). Explore the Language Arts Courses which provide standards aligned strategies and the Social Studies Courses to find lesson plans organized by topic and aligned to social studies standards and ELA essential standards.

ELA Grade 3 Essential Standards	Social Studies Grade 3 Standards	Cross Content Connections
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.SP1.3 Generate questions about individuals and groups who have impacted history. OR 3.SP3.1 Develop questions about Arizona history, geography, government, and economics. 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.	Generate questions and use evidence from text sources to answer compelling questions about Arizona. For Example: While students read Missing on Superstition Mountain Book 1 by Elise Broach , they develop questions about the geography of Arizona, and place them on a question continuum (closed questions on one end and open questions on the other). As a class, students then research and find the answers to the questions on the continuum.
3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	3.SP4.2 Summarize the central claim in a secondary source.	Summarize stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral by identifying key details in the text. For Example: Students are divided into groups and assigned one of the Hidden Arizona Treasure Stories . As students learn about their treasure, they use the Arizona Road Map from AZGA to identify where the treasure is supposedly located as well as other key locations to the story (if in another state, they write that on the map). Students then identify the who, what, when, and how, referencing other teachers selected sources if needed. Groups share their map and who, what, when, and how to the class who then vote to determine if they believe the treasure is real based on at least two pieces of evidence provided.
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	- -	Determine the meaning of words and phrases in a Arizona themed text (from prehistoric to present day) including figurative languages such as metaphors and similes. (Find Notable Social Studies Trade Books Lists and select a grade level text.)
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.SP1.3 Generate questions about individuals and groups who have impacted history.	Use primary and secondary sources to develop questions and answers that drive inquiry into the past. For Example: Students read the Arizona Mines Collection Summary (excerpted and modified by teacher) and answer questions of the three question types: Right There, Think and Search, and Author and Me (learn more from IES.ED.GOV). Students then develop their own questions for each level.
3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies. 3.SP4.2 Summarize the central claim in a secondary source.	Summarize the main idea of a passage/source and identify how key details support the main idea by using print, oral, and digital technologies. For Example: Students are divided into groups with chart paper and a section from History of the Great Seal of Arizona . On their chart paper, they write a summary sentence of their section and include at least two pieces of supporting detail. Student groups then present their summaries as the rest of the class creates a seal timeline as their own notes.

Grade 3 Continued ELA Essential Standards	Social Studies Grade 3 Standards	Cross Content Connections
3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	- -	Determine the meaning of academic vocabulary related to Arizona chronology, history, civics, and economics. For Example: Use the academic and content specific vocabulary included on the 3rd Grade Guidance Document and one of these five key principles for effective vocabulary instruction.
3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	3.SP3.4 Compare information provided by various sources about Arizona.	Compare and contrast multiple points of view as presented in two passages on the same topic about Arizona. For Example: Students explore A Dam Construction Project story map, specifically the <i>Stakeholders and Position</i> section. They then complete Perceive, Know About, Care About from Project Zero in the perspective assigned by the teacher.
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.SP3.2 Distinguish between primary and secondary sources.	Read and analyze primary and secondary sources about Arizona. For example: In group one, students read The Tortoise and the Jackrabbit by Susan Lowell while the teacher works through RF.4. Group two reads and learns about the flora and fauna of Arizona using primary sources. Group three analyzes maps of Arizona and Sonoran Desert. After rotating through all the stations and all groups have evaluated all sources, students use evidence from what they have learned (making sure to identify if the evidence is from a primary or secondary source) to answer the question “<i>What does it take to live in the Arizona desert?</i>”
3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.	Use the Arizona content standards for civics, economics, geography, and history to write arguments/opinion pieces. For Example: After researching the teacher selected bills from the Arizona legislature (Bills can be found on the Arizona Legislature website) through primary and secondary sources, students write an opinion piece answering the question, “<i>Should this bill be passed by the legislature?</i>” Teachers will use the details in W.1 and the Performance Level Descriptors to determine students’ proficiency of the standard. AASA Opinion Essay Writing Guide (Grades 3-5)

Grade 3 Continued ELA Essential Standards	Social Studies Grade 3 Standards	Cross Content Connections
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.	Use the content standards for civics, economics, geography, and history to write informative/explanatory texts. For Example: Students learn about the three types of government here in AZ (tribal, state, and local). They then explain how these groups have worked together to benefit citizens of Arizona. AASA Informative-Explanatory Essay Writing Rubric (Grades 3–5)
3.WF.3 Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful, -tion). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.	- -	Use as a rubric to grade spelling and grammar. For Example: When requiring students to write, use the Performance Level Descriptors for WF.3 on page 7 (a prebuilt rubric used for the AASA). This should be applied to content and academic words.
3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.SP4.2 Summarize the central claim in a secondary source.	Determine the main idea of an Arizona content themed text that was read out loud <u>or</u> information presented in a diverse media or format (such as a video, data set, slide deck). For Example: The teacher reads out loud the Arizona Statehood and Judicial Recalls Background* from ASU Center for American Civics. Students brainstorm and complete a 6-word story to build out their summary. *Teacher may need to modify or truncate the text to meet students’ level.

Grade 3 Continued ELA Essential Standards	Social Studies Grade 3 Standards	Cross Content Connections
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SP3.1 Develop questions about Arizona history, geography, government, and economics. 3.SP3.5 Generate questions about multiple historical sources.	Ask and answer questions about Arizona history, geography, government, and economics from an expert guest speaker and supporting sources. For Example: Prior to a member of the local city council coming to speak on their role and responsibilities, the class participates in a question triangle routine to develop questions that are shallow, medium, and deep. The class then determines what can be answered prior to the meeting using the city council website. They then determine what questions from each section they would like to be their final questions to the community member.
3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.	--	Use as a rubric to grade writing conventions. For Example: When requiring students to write, use the Performance Level Descriptors for L.1 on page 9 (a prebuilt rubric for the AASA). While we do not teach the students the difference between ran and run, we know if they are using conventions correctly.
3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.	--	Use as a rubric to grade grammar and spelling. For Example: When requiring students to write, use the Performance Level Descriptors for L.2 on page 11 (a prebuilt rubric for the AASA).

ELA Grade 4 Essential Standards	Social Studies Grade 4 Standards	Cross Content Connections
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources	Present explanations referencing details and examples from the text(s); explain what the text says explicitly and when drawing inferences from the text. For Example: Students read Before the Ships: The Birth of Black Excellence by Maisha Oso. Using the text, students write two details or facts that are stated directly in the text then based on those details, what conclusion or idea the student can draw that is not directly stated. Finally, students answer the prompt, <i>“In Before the Ships: The Birth of Black Excellence, the author describes the experiences and achievements of early Black leaders. Explain how the author shows the importance of these achievements. Use specific details and examples from the text to support your explanation.”</i>
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4.SP4.2 Summarize the central claim in a secondary work of history.	Summarize a story, drama, or poem and determine the central theme using details from the text. For Example: Students read the Creation of Turtle Island from Oneida Cultural Heritage (page 7) and complete the reading questions on page 8. Using an outline of a turtle, students decorate the turtle, including a summary of the story and the central theme.
4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	- -	Determine the meaning of words and phrases in a Regions and Cultures of the Americas themed text (from pre-contact Americas to European settlements up to 1763) including figurative languages such as metaphors and similes. (Find Notable Social Studies Trade Books Lists and select a grade level text.)
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	4.SP3.2 Compare information provided by different sources about events and developments in the Americas	Compare and contrast the point of view from different sources about the Americas, including the difference between first-and third-person narrations. For Example: First, students watch Christopher Columbus from PBS World Explorers presented in third person. With a partner, students think about how they would describe Columbus, the teacher calls on the groups who share a word or two that are add to a word cloud. The word cloud is displayed and the partners discuss what they notice. Then teacher reads Encounter by Jane Yolen out loud, and the word cloud process is completed again. Students then discuss how point of view can shape perspective.
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	Refer to details and examples in a primary or secondary source text when explaining what the text says explicitly and when drawing inferences from the text. For Example: Students complete the Native American Housing Lesson Plan from Gilder Lehrman. Once they are done analyzing the types of houses and completed the activities, they answer the question, <i>How did Native Americans use natural resources and their knowledge of their surroundings to build their homes?</i> Use evidence from the lesson and resources analyzed.

Grade 4 Continued ELA Essential Standards	Social Studies Grade 4 Standards	Cross Content Connections
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.SP4.2 Summarize the central claim in a secondary work of history.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. For Example: Students read and annotate the Pocahontas: Her Life and Legend * from the National Parks Services. When they are done, they summarize the article and determine what the main idea was (using evidence from the text). *Teacher may need to modify or truncate the text to meet students’ Lexile level.
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	- -	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to Regions and Cultures of the Americas. For Example: Use the academic and content specific vocabulary included on the 4th Grade Guidance Document and one of these five key principles for effective vocabulary instruction
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.	Summarize how an author uses reason and evidence to support points in a text using print, oral, and digital technologies. For Example: Student’s read What really happened when Cortez met Montezuma: 4 lies we've been told by History Skills from History Skills.* Students will determine the purpose of the text. Once the purpose is determined, students explain how the author uses reasons and evidence to support the “lies” he presents. Students can then present their explanations (extension: and if the author was successful) by creating a short summary through print, oral, or digital means. *Teacher may need to modify or truncate the text to meet students’ Lexile level.
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	Use the Regions and Cultures of the Americas content standards for civics, economics, geography, and history to write argument/opinion pieces. With guidance, students use those same content standards to write research and present their findings. For Example: After researching the Mesoamerican civilizations through primary and secondary sources, students write an opinion piece answering the question, “Which civilization had the greatest impact on the future of the Americas?” Teachers will use the details in W.1 and the Performance Level Descriptors to determine students’ proficiency of the standard. AASA Opinion Essay Writing Guide (Grades 3-5)

Grade 4 Continued ELA Essential Standards	Social Studies Grade 4 Standards	Cross Content Connections
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	Use the Regions and Cultures of the Americas content standards for civics, economics, geography, and history to write informative/explanatory texts. With guidance, have students use those same content standards to write research and present their findings. For Example: Students construct an explanation of the difference between foraging and farming using information from multiple sources (try the Foraging or Farming? Comics from OER Project). AASA Informative-Explanatory Essay Writing Rubric (Grades 3–5)
4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3).	4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.	Create and present clear and coherent written summaries of arguments/explanation. For Example: Students read two versions of a Cinderella Story* – the American Literature traditional version and the Abenaki (Mi'kmaq) of the Algonquian group of Native Americans version – and answer the following questions for both stories: <i>How did the people live? What can be learned about their culture? What was important to them? What were some social, geographic, and personal themes in the story?</i> Finally, students will present written summaries of the two stories and answer the question, “ <i>What can stories tell us about the people who tell them?</i> ” Making sure to use evidence from the stories to support their reasoning. (Learn more about the Abenaki.) *Teacher may need to modify or truncate the text to meet students’ Lexile level.
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.SP4.2 Summarize the central claim in a secondary work of history.	Summarize the claim of a text that is read out loud or is information presented in diverse media format. For Example: As a class, students watch the short segments from The Effects of the Columbian Exchange from PBS. They watch once, just listening. They watch again jotting down words, ideas, and questions. The teacher pauses to answer any questions and tells the students to prepare to watch again. After this third time, they write a sentence summary of the video. Move on to the next video and repeat. At the end of all videos, students get into small groups to review their summaries. Each student shares their short summaries and once they are done discussing and making edits, they create one final summary of the effects of the Columbian Exchange.

Grade 4 Continued ELA Essential Standards	Social Studies Grade 4 Standards	Cross Content Connections
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.	Use evidence from multiple sources to identify claims made by a speaker. For Example: First, students watch Mesoamerican Civilizations Explained: Olmec, Maya, Aztec & Their Legacy and identify the claims made about each civilizations. Students then use selected Ducksters articles on the Mayan and Aztecs to determine if the claims made by the video are correct. Students should use evidence from the articles and the video to support their reasoning.
4.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)	- -	Use as a rubric for grading writing conventions. For Example: When requiring students to write, use the Performance Level Descriptors for L.1 on page 9 (a prebuilt rubric for the AASA). While we do not teach the students the difference between ran and run, we know if they are using conventions correctly.
4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	- -	Use as a rubric for grading grammar and spelling. For Example: When requiring students to write, use the Performance Level Descriptors for L.2 on page 36 (a prebuilt rubric for the AASA).

ELA Grade 5 Essential Standards	Social Studies Grade 5 Standards	Cross Content Connections
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.	Analyze secondary sources to understand the text and make inferences about the information presented in the text. For Example: Students read the Scarlet Stockings Spy by Trinka Hakes Noble and Illustrated by Robert Papp and answer the question, “ <i>How can average people demonstrate patriotism and devotion to something they are passionate about?</i> ” using direct evidence from the book.
5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	5.SP4.3 Summarize the central claim in a secondary source.	Determine main ideas/central claims in a text/source and explain how the information in the text/source supports that main idea/claim. For Example: Students read the Star-Spangled Banner by Francis Scott Key and complete the Poetry Analysis Worksheet from ReadWriteThink which includes students creating a summary as well as historical and cultural context. (Learn more about Francis Scott Key and the Star-Spangled Banner.)
5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.	Compare and contrast information (characters, settings, or events,) in a story or drama on specific details in the text. For Example: Students read People of the Breaking Day by Marcia Sewall and If You Were a Kid in the Thirteen Colonies by Wil Mara and illustrated by Lluís Farre . Students will collect evidence to describe how the two peoples viewed land, nature, and way of life on a t-chart. Finally, all students answer the question, “ <i>How did the colonists and Wampanoags view land, nature, and life differently, and how could these differences lead to misunderstandings and conflict?</i> ”
5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	- -	Determine the meaning of words and phrases in an United States Studies themed text (from American Revolution to Industrialization) including figurative languages such as metaphors and similes. (Find Notable Social Studies Trade Books Lists and select a grade level text.)
5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives.	Describe how points of view can change/influence how events are described during the same time period. For Example: Students first analyze a selection of Lewis Hines images of child laborers and complete the photograph analysis worksheet . Then students read three AI created* diary entries using the prompt: <i>Create three diary entries from the point of view of a factory manager during the industrial revolution talking about child labor and why they use it. These entries will be paired with Lewis Hine's photos and are encouraging 5th grade students to consider point of view when looking at texts.</i> Students will then answer the question, “ <i>How does point of view affect the information being provided?</i> ” *Always follow your district AI policy when creating resources.

Grade 5 Continued ELA Essential Standards	Social Studies Grade 5 Standards	Cross Content Connections
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.	Analyze primary and secondary sources to understand the text and make inferences about the information presented in the text. For Example: Students complete the Document Analysis worksheet while reading and analyzing the Treaty of Alliance with France (1778) * and answer the question “How does this document help us understand the American Revolution?” *Teacher may need to modify or truncate the text to meet students’ Lexile level.
5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.SP4.3 Summarize the central claim in a secondary source.	Determine two or more main ideas/central claims in a source and explain how the information in the source supports that main idea/claim. For Example: Students analyze “ Men of Color To Arms! To Arms! ” Broadside presented and transcribed by Gilder Lehrman and determine three main ideas from the text with supporting evidence to determine why Frederick Douglass and others want free Black men to fight on the side of the Union during the Civil War.
5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	- -	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to Regions and Cultures of the Americas. For Example: Use the academic and content specific vocabulary included on the 5th Grade Guidance Document and one of these five key principles for effective vocabulary instruction .
5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5.SP4.2 Use evidence to develop a claim about the past.	Develop a claim about the use of reason and evidence in a text; use evidence to support this claim. For Example: Students read teacher selected excerpts from Andrew Jackson’s Letter to the Cherokee Tribe, March 16, 1835 * presented by Gilder Lehrman. After students read and annotate, they develop a claim about what Andrew Jackson’s main point(s) of the letter were. Students will use evidence from the text to support their claim. *Teacher may need to modify or truncate the text to meet students’ Lexile level.
5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.	Use the United States Studies content standards for civics, economics, geography, and history to write opinion pieces. With guidance, students use those same content standards to write claims and present their findings with evidence. For Example: After learning about the Industrial Revolution in the United States through primary and secondary sources, students write an opinion piece answering the question, “Which new technology affect communication in the nineteenth century the most?” Teachers will use the details in W.1 and the Performance Level Descriptors on page 6 to determine students proficiency of the standard. AASA Opinion Essay Writing Guide (Grades 3-5)

Grade 5 Continued ELA Essential Standards	Social Studies Grade 5 Standards	Cross Content Connections
5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Use the United States Studies content standards for civics, economics, geography, and history to write an informative/explanatory piece. With guidance, have students use those same content standards to write research and present their findings. For Example: After learning about Transatlantic Trade through primary and secondary sources, students write an informative/explanatory piece describing what transatlantic trade was including a description of triangular trade, what commodities were traded and from which continents, explanation of the relationship between the continents, and identifying the various roles that participants played, including perpetrators and victims. Teachers will use the details in W.2 and the Performance Level Descriptors to determine students proficiency of the standard. AASA Informative-Explanatory Essay Writing Rubric (Grades 3–5)
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Construct and produce clear and coherent writing using reasoning, correct sequence, examples and details with relevant information and data on a topic of United States Studies. For Example: When requiring students to write, use the grade 5 Performance Level Descriptors for W.4 to track students proficiency of the standard.
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.SP4.3 Summarize the central claim in a secondary source.	Summarize a written secondary text read aloud or information presented in diverse media and formats. For Example: Students watch and listen to What the Oregon Trail Looks Like From Above from the Smithsonian Channel. Once students have watched the video at least twice, they complete the Take Note thinking routine and then pair-share their thoughts. The pair then builds out a short summary of the video using their combined notes.
5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.SP4.3 Summarize the central claim in a secondary source. 5.SP4.2 Use evidence to develop a claim about the past.	Summarize the claims a speaker makes and explain how each claim is supported with evidence. For Example: Students watch the Compact History video Did Westward Expansion Help or Hurt America? From PBS. Distribute pieces of paper and have students fold them in half lengthwise to create a T-chart. Ask students to write the essential question, <i>Does competition lead to progress?</i> at the top of their T-charts and label the columns “Agree” and “Disagree.” As they watch, they will add evidence from the video to the columns. They may need to watch the video more than once (or be provided the transcript). Once complete and reviewed, students summarize the video using the evidence from their t-chart. Finally, they answer the question, <i>Does competition lead to progress?</i>

Grade 5 Continued ELA Essential Standards	Social Studies Grade 5 Standards	Cross Content Connections
5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).	- -	Use as a rubric for grading writing conventions. For Example: When requiring students to write, use the Performance Level Descriptors for L.1 on page 10 (a prebuilt rubric for the AASA). While we do not teach the students the difference between ran and run, we know if they are using conventions correctly.
5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	- -	Use as a rubric for grading grammar and spelling. For Example: When requiring students to write, use the Performance Level Descriptors for L.2 on page 11 (a prebuilt rubric for the AASA).

ELA Grade 6 Essential Standards	Social Studies Grade 6 Standards	Cross Content Connections
6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied. 6.SP4.2 Organize applicable evidence into a coherent argument about the past.	Cite organized, textual evidence to support claims and counterclaims of what the text says explicitly as well as inferences drawn from the text. For Example: Students analyze sections of Lord Byron's poem <i>The Coliseum</i>* written in 1881. After sharing their analysis and having a class discussion, students will answer the question, “How does Lord Byron’s depiction of the Coliseum reflect ideas about the Roman Empire’s legacy, and what evidence from the poem supports different interpretations of its meaning?” * Teacher may need to modify or truncate the text to meet students’ Lexile level.
6.RL.2 Determine a theme or 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.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text using reasoning, correct sequence, examples and details with relevant information and data. For Example: Students read excerpts (or the whole novel) from The Great Alexander: The Story of Alexander the Great for Kids by Sarah Michaels. After annotating, the class determines the theme or central idea of the text, highlighting textual evidence to support this idea. Students then write a summary of Alexander’s life including details on how his life and the life of the student are similar and different.
6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.	Use a story or drama related to World Regions and Cultures of the Eastern Hemisphere to classify and describe how a plot unfolds and how the characters respond to change. For Example: Students read Chengli and the Silk Roaf Caravan by Hildi Kang to learn more about the trade and the Silk Road. Students complete the plot diagram from Scholastic and answer the question, “How did the character respond to change throughout the story?”
6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	- -	Determine the meaning of words and phrases in a Regions and Cultures of the Eastern Hemisphere themed text (from Early Civilizations to Renaissance) including figurative and connotative meanings; analyze the word choice on meaning and tone. (Find Notable Social Studies Trade Books Lists and select a grade level text.)
6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.	Use information about the author to explain how they develop point of view of the narrator or speaker in a text. For Example: After students have read excerpts The Lightning Thief by Rick Riordan as an extension to learning about the Greek religion and gods, they research the author and determine how he developed the point of view of the narrator of the book.

Grade 6 Continued ELA Essential Standards	Social Studies Grade 6 Standards	Cross Content Connections
6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.	Compare and contrast texts in different forms and genres by using questions about approaches to similar themes and topics. For Example: Students read a variety of teacher selected ancient creation stories from peoples of the Eastern Hemisphere and complete a similarities and differences t-chart. Students then use what they learned to answer the questions: “<i>What does this story reveal about the culture’s beliefs and values? How does the role of humans in this story compare to their role in other creation stories? What about the role of animals/plants? What natural phenomena or social structures does this story attempt to explain?</i>”
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.	Use textual evidence to develop claims and counterclaims of what the text says explicitly as well as inferences drawn from a text about World Regions and Cultures of the Eastern Hemisphere. For Example: Students read the Daily Life in Medieval Japan from the World History Encyclopedia and answer reading questions developed by the teacher. Once they have read and answered the questions, students will answer the following questions, developing claims using textual evidence: “<i>What did people in medieval Japan value? How was medieval Japan similar to life and culture today? What would be the greatest cultural shock to someone from medieval Japan if they were to visit today?</i>”
6.RI.2 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.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Determine a central idea of a text about World Regions and Cultures of the Eastern Hemisphere and how it is conveyed through particular details; provide a summary of the text. For Example: Students read the Overview of Belief Systems from the OER Project. While they read, they annotate and then share their annotations with a peer. Working together, they determine the central idea of the article and find textual evidence that supports that main idea. Together as a class, students use their annotation, main idea, and evidence to build a summary about the article.
6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	- -	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to World Regions and Cultures of the Eastern Hemisphere. For Example: Use the academic and content specific vocabulary included on the 6th Grade Guidance Document and one of these five key principles for effective vocabulary instruction.

Grade 6 Continued ELA Essential Standards	Social Studies Grade 6 Standards	Cross Content Connections
6.RI.5 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.SP4.2 Organize applicable evidence into a coherent argument about the past.	Analyze how a particular sentence, paragraph, chapter, or section of a source contributes to the development of historical arguments about the past. For Example: Students first learn about Machiavelli and will read teacher selected excerpts from Chapter 12 of Machiavelli’s The Prince (teachers may want to provide a side-by-side of student friendly text created by generative AI*) making sure to highlight “it is much safer to be feared than to be loved, when one of the two must be lacking.” After reading, ask students: “How does this sentence fit into the chapter? How does it support Machiavelli’s argument about power? Do you agree with Machiavelli that it is better to be feared than loved? Why or why not?” *Always follow your district AI policy when creating resources.
6.RI.8 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.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Students will trace and evaluate arguments and specific claims in a text, distinguishing those supported by reasons and evidence from those that are not, and construct clear explanations using logical reasoning, correct sequence, examples, and relevant information or data. For Example: The teacher will introduce The Instruction of Ptahhotep (2400 BCE) and who Ptahhotep was. As students read, they complete a graphic organizer divided into four sections: phrase from the text, role in structure (rule, example, explanation), contribution to main idea (what does it show about leadership?). Students will conclude by answering the prompt: “Explain how Ptahhotep’s advice fits into the overall purpose of his text and what it reveals about Egyptian society.”
6.RI.9 Compare and contrast one author's presentation of events with that of another author.	6.SP2.2 Analyze how people’s perspective influenced what information is available in the historical sources they created.	Compare and contrast one author’s perspective of an historical source about World Regions and Cultures of the Eastern Hemisphere to that of another author to determine how their perspectives influenced what information is available in the source they created. For Example: Students read two primary sources on the eruption of Mount Vesuvius and complete the HIPPO document analysis worksheet. Using the two sources, students then write a summary of the event and explain what information is missing and why.
6.W.1 Write arguments to support claims with clear reasons and relevant evidence. 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.SP3.6 Construct and present arguments using claims and evidence from multiple sources. 6.SP4.2 Organize applicable evidence into a coherent argument about the past.	Use the World Regions and Cultures of the Eastern Hemisphere content standards for civics, economics, geography, and history to write an argument piece with applicable evidence from multiple sources organized in a clear and coherent way. For Example: After learning about the key artists of the Renaissance through primary and secondary sources, students will write an argument answering the question. “How did Renaissance art reflect the social, political, and educational spheres of the time period?” Teachers will use the details in W.1 and the Performance Level Descriptors to determine students proficiency of the standard. AASA Argumentative Essay Writing Rubric (Grades 6-8)

Grade 6 Continued ELA Essential Standards	Social Studies Grade 6 Standards	Cross Content Connections
6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Use the World Regions and Cultures of the Eastern Hemisphere content standards for civics, economics, geography, and history to write an informative/explanatory piece using reasoning, correct sequence, examples and details with relevant information and data. For Example: After learning about feudalism through primary and secondary sources, students write an informative/explanatory piece explaining what feudalism was, who participated, the benefits and costs, and the social outcomes. Teachers will use the details in W.2 and the Performance Level Descriptors to determine students proficiency of the standard. AASA Informative/Explanatory Essay Writing Rubric (Grades 6-8)
6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Construct and produce clear and coherent writing using reasoning, correct sequence, examples and details with relevant information and data on a topic of World Regions and Cultures of the Eastern Hemisphere. For Example: When requiring students to write, use the Grade 6 Performance Level Descriptors for W.4 to track students proficiency of the standard.
6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source. 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.	Interpret information by using questions about multiple sources presented in diverse media and formats and explain how the sources contribute to a topic on World Regions and Cultures of the Western Hemisphere; determine further areas of inquiry missing from the sources. For Example: Students first watch the Silk Roads and Trade video from PBS and answer the provided discussion questions. Then students read The Silk Road: Ancient superhighway connecting Europe and Asia from History Skills answering the provided reading questions. Once completed, ask the class, “Why did we examine the information in two different sources in different formats on the same topic? As a historian, how did your thinking about the silk road evolve or develop after the second activity? Why is it important to analyze multiple sources?”

Grade 6 Continued ELA Essential Standards	Social Studies Grade 6 Standards	Cross Content Connections
6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.SP.3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.	Students will trace and evaluate arguments and specific claims from a speaker, distinguishing those supported by reasons and evidence from those that are not, and construct clear explanations using logical reasoning, correct sequence, examples, and relevant information or data. For Example: Students listen to The Life and Death of Ancient Cities: Interview with Author Greg Woolf audio recording from World History Encyclopedia. As students listen, they write down claims that the author makes throughout the interview (to scaffold, the teacher can provide the questions that the interviewer asks and students can jot down the author’s answer). When completed, students will determine which claims the author provided evidence to and which need additional research.
6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.	- -	Use as a rubric for grading writing conventions. For Example: When requiring students to write, use the Performance Level Descriptors for L.1 on page 10 as a rubric and guide to support command of the conventions. While we do not teach the students the difference between ran and run, we know if they are using conventions correctly.
6.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling.	- -	Use as a rubric for grading grammar and spelling. For Example: When requiring students to write, use the Performance Level Descriptors for L.2 on page 11 as a rubric and guide to support command of the conventions of ELA.

ELA Grade 7 Essential Standards	Social Studies Grade 7 Standards	Cross Content Connections
7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	Cite several pieces of textual evidence from multiple sources to develop claims using what the text says explicitly as well as inferences. For Example: After reading Stay Where You Are & Then Leave by John Boyne, students will read/listen to selected excerpts (or the whole audio with scaffolding) of Voices of the First World War: Life on the Home Front while completing teacher developed comprehension questions. Once they have analyzed both sources, students will use the text to answer the question, “How did World War I have an impact on the social life of a boy in London? How does this boy’s life compare to your own? Is it similar? Different?”
7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.SP1.1 Analyze connections among events and developments in broader historical contexts. 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.	Determine the main idea or theme in multiple secondary text and analyze the development of this idea over the course of the texts; objectively summarize connecting to sources. For Example: Students read the poem The New Colossus by Emma Lazarus and determine the central idea/theme of the poem. They then read a teacher selected poem from the collection Poems on Immigration from the Poetry Foundation finding the central idea/theme. Students then determine if the same themes are present in both poems and how the concept of immigration has changed (if it has) over time.
7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.	Analyze the interactions between individuals, events, and ideas in a secondary text (e.g., how ideas or individuals influence ideas or events). For Example: Students read Animal Farm by George Orwell (excerpts or its entirety) to strengthen their understanding of totalitarianism. Students answer guided reading and discussion questions throughout the book and at the end, they discuss how this book might have influenced what people knew and thought about totalitarianism.
7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	- -	Determine the meaning of words and phrases in an Integrated Global Studies themed text (from Scientific Revolution and Enlightenment to Present) including figurative and connotative meanings; analyze the word choice on meaning and tone. (Find Notable Social Studies Trade Books Lists and select a grade level text.)

Grade 7 Continued ELA Essential Standards	Social Studies Grade 7 Standards	Cross Content Connections
7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created. 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	Analyze how the various points of view in a secondary text develop and how these perspectives influenced the information available in the text. For Example: Students read A Night Divided by Jennifer A. Nielsen about how the Berlin Wall divided families after World War II. Students are divided into groups and assigned a character from the book. They then complete Same Different Connect Engage thinking routine from Project Zero to dive into the perspective and how it connects to the student’s perspective. In closing, students answer the question, “<i>How did your character’s view of freedom and family change from the beginning to the end of the story, and what experiences caused that shift? In what ways does this change challenge or affirm your own perspective on those ideas?</i>”
7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.	Compare and contrast a fictional portrayal with a historical account of a time, place, or character on the topic of Global Studies and analyze how history was used or altered to tell the story. For Example: Students watch a portrayal of the trenches of World War I in the feature film <i>1917</i> (select clips can be found on video streaming services). Students should write down what they see and wonder while watching. Students then read the letters about the trenches through the UK National Archives collection. Students complete a Venn diagram comparing the two sources and conclude the activity by answering the question, “<i>How did the experiences of soldiers in the trenches vary? Why is it important to explore a variety of sources (primary and secondary) when studying a topic or event?</i>”
7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	Use textual evidence from multiple sources to develop claims and counterclaims of what the text says explicitly as well as inferences drawn from a text about topics in Global Studies. For Example: Students read the World Encyclopedia article Why the Industrial Revolution Started in Britain working in groups to annotate. Students then use the information to answer the question, “<i>Why did the Industrial Revolution start in Britain and not anywhere else?</i>”
7.RI.2 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.SP1.1 Analyze connections among events and developments in broader historical contexts 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.	Determine a central idea of a text about World Regions and Cultures of the Eastern Hemisphere and how it is conveyed through particular details; provide a summary of the text. For Example: Students read teacher selected excerpts of The Sentence of the Inquisition on Galileo (1633)* and the determine the central idea of the text with three pieces of supporting textual detail. As a class, students then create a summary of the text and then answer the question, “<i>What does this source tell you about the relationship between science and religion?</i>” * Teacher may need to modify or truncate the text to meet students’ Lexile level.

Grade 7 Continued ELA Essential Standards	Social Studies Grade 7 Standards	Cross Content Connections
7.RI.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.	- -	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to Global Studies including figurative, connotative, and technical meanings. For Example: Use the academic and content specific vocabulary included on the 7th Grade Guidance Document and one of these five key principles for effective vocabulary instruction
7.RI.5 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.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.	Analyze the structure an author uses to organize a text and how perspective influenced this organization. For Example: After reviewing key themes and events of the French Revolution, students are tasked with answering the question, “<i>How did various groups participate in the revolution (think genders, races, socioeconomic status, etc.)?</i>” Students read On the Influence of the Revolution on Women (1791) using the Historical Thinking Chart questions which will have students identify and analyze the organization, purpose, and perspective of the text.
7.RI.8 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.SP3.3 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	Evaluate the argument and specific claims of the historical record while detecting if the reasoning is sound and possible limitations all based on evidence from the source. For Example: The teacher shows the students the following claim: <i>The consensus of most historians today is that WWI was not started by a single nation, but that the coming of war was, in the end, the collective responsibility of all parties involved</i> (Cartwright 2025). After a discussion of this claim, students are divided into groups with each group analyzing one of the 7 causes of WWI listed in the World Encyclopedia article The Causes of WWI. Students answer the questions: “<i>What is the claim? What evidence supports this claim? Is the reasoning of this claim sound as a cause of WWI? Are there limitations to the evidence provided? Does this claim support the original statement that the war was not started by a single nation?</i>”
7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.	Analyze how various perspectives (two or more) shape and influence the information presented; determine if there are differing interpretations of facts. For Example: Students analyze two maps, Martin Waldseemüller's 1507 world map and the Jodocus Hondius 1595 Circumnavigation map and complete the map analysis from the National Archives. After completing the analysis of both maps, in pairs, students complete a Venn diagram determining what information presented is the same and different. They close the activity by answering the question, <i>How does perspective influence information available in a source?</i>

Grade 7 Continued ELA Essential Standards	Social Studies Grade 7 Standards	Cross Content Connections
7.W.1 Write arguments to support claims with clear reasons and relevant evidence. 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.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. 7.SP4.3 Organize applicable evidence into a coherent argument.	Use the Global Studies content standards for civics, economics, geography, and history to write an argument piece with applicable evidence from multiple sources organized in a clear and coherent way. For Example: After learning about the key scientists of the scientific revolution through primary and secondary sources, students will write an argument answering the question, “<i>Which scientist had the greatest impact on society and culture?</i>” Teachers will use the details in W.1 and the Performance Level Descriptors to determine students proficiency of the standard. AASA Argumentative Essay Writing Rubric (Grades 6-8)
7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; 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 create cohesion and 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 and supports the information or explanation presented.	7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.	Use the Global Studies content standards for civics, economics, geography, and history to write an informative/explanatory piece using reasoning, correct sequence, examples and details with relevant information and data. For Example: After learning about at least two global revolutions, students will write an informative piece explaining the social, political, and economic changes produced by a revolution. Teachers will use the details in W.2 and the Performance Level Descriptors to determine students proficiency of the standard. AASA Informative/Explanatory Essay Writing Rubric (Grades 6-8)
7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3).	7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.	Construct and produce clear and coherent writing using reasoning, correct sequence, examples and details with relevant information and data on a topic of Global Studies. For Example: When requiring students to write, use the Grade 7 Performance Level Descriptors for W.4 to track students proficiency of the standard.

Grade 7 Continued ELA Essential Standards	Social Studies Grade 7 Standards	Cross Content Connections
7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	Analyze the main claim and supporting details presented in multiple sources in multiple formats to explain how the ideas clarify a Global Studies topic. For Example: Students first listen to excerpts of Winston Churchill’s We Shall Fight On the Beaches Speech (1940) and mind map as they listen (write the main idea in the center of a blank piece of paper then students jot down key ideas, facts, or events on separate lines or bubbles branching out from the center. They then listen again and add ideas, arrows, lines between related ideas.) After a discussion using the mind maps, students are given the transcript of the same excerpts they listened to. While reading, students complete the Written Document Analysis. The class discusses and compares the use of different media and what information was gained from the two modes. Close by having students answer the question, “<i>What can this speech tell us about World War II?</i>”
7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	Evaluate a speaker’s argument and specific claims while determining the soundness of reasoning and if evidence provided is sufficient; use information such as author, date, origin, audience, and purpose. For Example: As students learn about global imperialism, they listen to an excerpt of William Jennings Bryan’s speech to the Democratic Convention in 1900 (transcript of entire speech included as well – this excerpt is from the final paragraph). After listening multiple times, students determine the main idea of this section of his speech and determine if the evidence provided by Bryan is sufficient to support his claim. Students then answer the question, “<i>How was American imperialism viewed by Bryan and the Democratic Party? What evidence supports your claim?</i>” (Teachers may want to provide additional excerpts from the speech to help guide students.)
7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	- -	Use as a rubric for grading writing conventions. For Example: When requiring students to write, use the Performance Level Descriptors for L.1 on page 10 (a prebuilt rubric for the AASA). While we do not teach the students the difference between ran and run, we know if they are using conventions correctly.
7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling.	- -	Use as a rubric for grading grammar and spelling. For Example: When requiring students to write, use the Performance Level Descriptors for L.2 on page 10 (a prebuilt rubric for the AASA).

ELA Grade 8 Essential Standards	Social Studies Grade 8	Cross Content Connections
8.RL.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.	8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	Using evidence collected, cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including what limitations there are to the text. For Example: Students read the Devil’s Arithmetic by Jane Yolen and answer the reading questions developed by Chandler Unified. After completing the book students use their learning to answer the question, “<i>What can we learn from Hannah’s experience? What information are we missing from Hannah’s story? Why is it important to learn about the past and celebrate in the present?</i>” Using evidence from the text to support their claims.
8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8.SP1.1 Analyze connections among events and developments in broader historical contexts 8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.	Determine the main idea or theme in multiple secondary text and analyze the development of this idea over the course of the texts; objectively summarize connecting the sources. For Example: Students read The Color of a Lie written by Kim Johnson to learn more about racial segregation. As they read, they identify the theme of the book and highlight evidence that reflects that theme. At the end of the book, students will answer the question, “<i>How does perception change what we do and do not know? How did this author portray perception?</i>”
8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	- -	Determine the meaning of words and phrases in a Citizenship and Civics Engagement themed text including figurative and connotative meanings; analyze the word choice on meaning and tone. (Find Notable Social Studies Trade Books Lists and select a grade level text.)
8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8.SP2.2 Explain how and why perspectives of people have changed over time. 8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created. 8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	Identify and analyze how differences in perspective of the characters and audience/reader influence; what information is available and how these various perspectives create effects like suspense or humor. For Example: Students read This Book Won’t Burn by Samira Ahmed to strengthen understanding of the first amendment and the rights of citizens. Once students have completed the book, they will complete the True for Who thinking routine which will have students think about the claim of the story, brainstorm about perspectives, and reflect on their own conclusion of the claim.

Grade 8 Continued ELA Essential Standards	Social Studies Grade 8	Cross Content Connections
8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.	Analyze how a modern historical fictional source draws on themes, patterns of events, or character types from myths, traditional stories, or religious work and how the author’s perspective influenced how the story was told. For Example: After learning about some of the key leaders of the Civil Rights Movement, the class reads Bridges Instead of Walls: The Story of Mavis Staples by Mavis Staples and Carole Boston Weatherford together and then discusses what makes someone a “hero.” They then answer the question, “How do heroes use their voice to change the common good? How does perspective shape the stories we tell and the actions we take?”
8.RI.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.	8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	Using evidence collected, cite several pieces of textual evidence to support analysis of what the source says explicitly as well as inferences drawn from the source, including what limitations there are to the sources. For Example: Students are introduced to Thomas Paine’s Common Sense by watching the short video Common Sense from PBS and answer selected discussion questions provided on the website. Students then complete the Common Sense Primary Sources Analysis Worksheet from PBS (with select excerpts and vocabulary). Students conclude by answering the three questions provided on the worksheet: “1) What message is Paine sending about monarchy or the King? Highlight words and phrases that support your thinking. 2) What message is Paine sending about independence? Highlight words and phrases that support your thinking. 3) Examine tone and word choice by highlighting emotionally charged words. What emotion(s) do your highlighted words evoke?” Finally, as a class, summarize Common Sense and discuss the limitation of the document.
8.RI.2 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.SP1.1 Analyze connections among events and developments in broader historical contexts. 8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.	Determine the main idea or theme in multiple sources and analyze the development of this idea over the course of the sources; objectively summarize connecting the sources. For Example: Students first read the Emancipation Proclamation , annotating as they read. They work in pairs to determine the central claim citing evidence from the text that supports the claim. They then read the 13th, 14th, and 15th amendments of the Constitution and determine how the documents are connected. Students answer the question, “How did the Emancipation Proclamation effect the creation of the three amendments?”
8.RI.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.	- -	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to Global Studies. For Example: Use the academic and content specific vocabulary included on the 8th Grade Guidance Document and one of these five key principles for effective vocabulary instruction .
8.RI.5 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.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.	Analyze the structure and utility of a specific paragraph in a source, including sentences that develop and refine a key concept of citizenship and civics engagement. For Example: Students analyze the preamble of the Constitution and determine the role of the paragraph within the whole document (utility) while considering the author, date, and intended audience.

Grade 8 Continued ELA Essential Standards	Social Studies Grade 8	Cross Content Connections
8.RI.8 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.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	Evaluate the argument and claims in a source while assessing the reasoning, relevance, utility, and limitations of the evidence provided in the source. For Example: Students are divided into groups, and each group is assigned a supreme court case form the iCivics Landmark Library. Groups are tasked with creating a chart paper poster that identifies the question being argued, what the two sides argued, what the final decisions were with textual evidence supporting the decision, and what questions the students still have due to the limited information provided. As a class, groups share their case, not to share the decision right away. The class then votes on the evidence provided and the group shows what the actual court decision was.
8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.	Analyze how various perspectives (two or more) shape and influence the information presented; determine if there are differing interpretations of facts. For Example: Students read teacher selected excerpts of Calhoun’s Defense of Slavery (1837) and write down the claims made from Calhoun on one side of a t-chart labeled “Pro-Slavery Points”. Students should add textual evidence as they read. Students then read the How They Were Treated In Savannah section from What Became of the Slaves on a Georgia Plantation? (1859) and complete the other side of the t-chart labeled “Slave Experiences” adding textual evidence as they read. Students then answer the question, “<i>How do these two sources conflict in the information provided? How does the author’s perspective influence the information available?</i>”
8.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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.	8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments. 8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.	Use the Citizenship and Civic Engagement content standards for civics, economics, geography, and history to write an argument piece with applicable evidence from multiple sources organized in a clear and coherent way. For Example: After students have learned about at least three different genocides (including the Holocaust) and the role of the United Nations through primary and secondary sources, they answer the question, <i>What role should global powers, including the United States, play in order to prevent future genocides?</i> Teachers will use the details in W.1 and the Performance Level Descriptors to determine students proficiency of the standard. AASA Argumentative Essay Writing Rubric (Grades 6-8)

Grade 8 Continued ELA Essential Standards	Social Studies Grade 8	Cross Content Connections
8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and 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 and supports the information or explanation presented.	8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. 8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.	Use the Citizenship and Civic Engagement content standards for civics, economics, geography, and history to write an informative/explanatory piece using reasoning, correct sequence, examples and details with relevant information and data. For Example: With the conclusion of the civil rights unit using primary and secondary sources, students write an informative piece explaining the role of non-violent protests across movements as well as explaining the effectiveness of this type of protest. Teachers will use the details in W.2 and the Performance Level Descriptors to determine students proficiency of the standard. AASA Informative-Explanatory Essay Writing Rubric (Grades 3–5)
8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	Construct and produce clear and coherent writing using reasoning, correct sequence, examples and details with relevant information and data on a topic of Civics and Civics Engagement. For Example: When requiring students to write, use the Grade 8 Performance Level Descriptors for W.4 to track students proficiency of the standard.
8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.	Analyze the purpose, credibility, and authenticity of information presented in sources in diverse media formats to determine the claim. For Example: Working with the Drought Data and Projections media gallery from PBS, students first read the Background Reading and take note of the organizations listed there. Students then watch the three Drought Data and Projections videos and use the USDM Classification Chart to analyze the data. In groups, students explore the webpages of the groups identified in the Background Reading to see if there is any up-to-date information about the organization’s purpose, funding, and information about droughts and policies to support those experiencing drought now or in the future. After collecting notes, students then answer the question, “<i>Is the United States prepared for severe drought? The world? How can people take action now to lower the chances of megadrought in the future?</i>”

Grade 8 Continued ELA Essential Standards	Social Studies Grade 8	Cross Content Connections
8.SL.3 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.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	Gather relevant information from a source to delineate a speaker’s argument and specific claims and to evaluate reasoning and relevance. For Example: After reading Victor McFarland’s Historical Background on 9/11 and the War on Terror from Gilder Lehrman lesson page 5, students watch George W. Bush Address to the Nation, October 7, 2001 on CSPAN and complete the Summarizing a Speech by _____ Worksheet (lesson plan page 21). Students come back together to answer the questions, “<i>What are some themes in President Bush’s speech? What vocabulary words reoccur frequently? What is an appropriate way for a nation to respond to a violent attack and did President’s Bush’s speech respond appropriately?</i>”
8.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verbals, voice, and mood	- -	Use as a rubric for grading writing conventions. For Example: When requiring students to write, use the Performance Level Descriptors for L.1 on page 11 (a prebuilt rubric for the AASA). While we do not teach the students the difference between ran and run, we know if they are using conventions correctly.
8.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Use correct spelling.	- -	Use as a rubric for grading grammar and spelling. For Example: When requiring students to write, use the Performance Level Descriptors for L.2 on page 12 (a prebuilt rubric for the AASA).