


AgX Standards Alignment – ELA

|  English Language Arts – Middle School | | Lesson 1 Ag in the Past | Lesson 2 Plants We Grow | Lesson 3 Resources We Use | Lesson 4 Resources We Recycle | Lesson 5 Energy We Consume | Lesson 6 Animals We Care For | Lesson 7 Food We Eat | Lesson 8 Ag in My Future |
|---|---|-------------------------------|-------------------------------|---------------------------------|-------------------------------------|----------------------------------|------------------------------------|----------------------------|--------------------------------|
| CCSS: English Language Arts Standards » Science & Technical Subjects » Grade 6-8 | | | | | | | | | |
| Key Ideas and Details | <ul style="list-style-type: none"> • RST.6-8.1 – Cite specific textual evidence to support analysis of science and technical texts. | | | | X | X | | | |
| | <ul style="list-style-type: none"> • RST.6-8.2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | | | | X | | | | X |
| | <ul style="list-style-type: none"> • RST.6-8.3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | X | X | X | X | X | X | X | X |
| Craft and Structure | <ul style="list-style-type: none"> • RST.6-8.4 – Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. | | X | | X | | | | X |
| | <ul style="list-style-type: none"> • RST.6-8.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | | | | | | | | |
| | <ul style="list-style-type: none"> • RST.6-8.6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | | | | | | | | |
| Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • RST.6-8.7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | X | X | X | X | X | X | X | |
| | <ul style="list-style-type: none"> • RST.6-8.8 – Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | | | | | | | | |
| | <ul style="list-style-type: none"> • RST.6-8.9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | | X | | | | | | |
| Range of Reading and Level of Text Complexity | <ul style="list-style-type: none"> • RST.6-8.10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. | X | X | X | X | X | X | X | X |



English Language Arts – Middle School

| Lesson 1 Ag in the Past | Lesson 2 Plants We Grow | Lesson 3 Resources We Use | Lesson 4 Resources We Recycle | Lesson 5 Energy We Consume | Lesson 6 Animals We Care For | Lesson 7 Food We Eat | Lesson 8 Ag in My Future |
|-------------------------------|-------------------------------|---------------------------------|-------------------------------------|----------------------------------|------------------------------------|----------------------------|--------------------------------|
|-------------------------------|-------------------------------|---------------------------------|-------------------------------------|----------------------------------|------------------------------------|----------------------------|--------------------------------|

CCSS: English Language Arts Standards » Writing » Grade 6-8

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| Text Types and Purposes | <ul style="list-style-type: none"> • WHST.6-8.1 – Write arguments focused on discipline-specific content. | | | | | X | X | | |
| | <ul style="list-style-type: none"> • WHST.6-8.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | X | | | X | X | X | | X |
| Production and Distribution of Writing | <ul style="list-style-type: none"> • WHST.6-8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | X | X | | X | | X |
| | <ul style="list-style-type: none"> • WHST.6-8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | | | | | | | | |
| | <ul style="list-style-type: none"> • WHST.6-8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | | | X | | | X | | X |
| Research to Build and Present Knowledge | <ul style="list-style-type: none"> • WHST.6-8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | X | X | X | X | | X | |
| | <ul style="list-style-type: none"> • WHST.6-8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | X | | | | X | X | | |
| | <ul style="list-style-type: none"> • WHST.6-8.9 – Draw evidence from informational texts to support analysis, reflection, and research. | | | | X | | | | |
| Range of Writing | <ul style="list-style-type: none"> • WHST.6-8.10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | X | X | X | X | X | X | X | X |