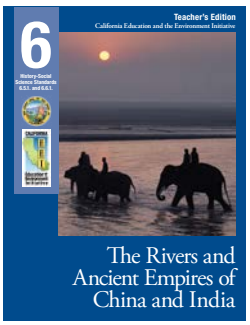
# TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

*Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.*

## 6.5.1. and 6.6.1.—The Rivers and Ancient Empires of China and India




In this unit, students study the watersheds of the Indus, Ganges, and Huang He rivers. Students understand the geographic factors that contributed to the rise of ancient Indian and Chinese civilizations. They learn how the physical settings contributed to the ecosystem goods and ecosystem services used by ancient people, and how natural forces fostered the beginning of settled life and the growth of sophisticated cultures. Students are introduced to the physical features of the Indus, Ganges, and Huang He river valleys and focus on regional seasonal cycles and how these cycles affected life in the river valleys of India and China. Students learn about the variety of ecosystem goods and ecosystem services available to early Indian and Chinese civilizations and compare the Indus Valley civilization with several important cities along the Ganges River valley. Students examine how the available ecosystem goods and ecosystem services helped shape the success of the early Shang Dynasty. Finally, students apply their new understanding to the Sacramento-San Joaquin River Delta system.

| LESSONS | RI.6.1 and RH.6–8.1 | RI.6.2 and RH.6–8.2 | RI.6.3 and RH.6–8.3 | RI.6.4 and RH.6–8.4 | RI.6.6 and RH.6–8.6 | RI.6.7 and RH.6–8.7 | RI.6.10 and RH.6–8.10 | W.6.1 and WHST.6–8.1 | W.6.2 and WHST.6–8.2 | W.6.4 and WHST.6–8.4 | W.6.6 and WHST.6–8.6 | W.6.7 and WHST.6–8.7 | W.6.8 and WHST.6–8.8 | W.6.9 and WHST.6–8.9 | SL.6.1 | SL.6.2 | SL.6.4 | SL.6.5 | L.6.4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *California Connections* | | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | | | | | |
| 1 | | | | ✓ | | ✓ | | | | | ✓ | | | ✓ | ✓ | ✓ | | | ✓ |
| 2 | | ✓ | | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | | | | ✓ | | ✓ | ✓ | | ✓ | | | | | | | ✓ | ✓ | | ✓ |
| 4 | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | | | | | ✓ | ✓ | ✓ | | | ✓ |
| 5 | ✓ | | | ✓ | | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | | | ✓ |
| 6 | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | ✓ |
| Science Background | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | | | ✓ |
| Traditional Assessment | ✓ | | | | | | | | ✓ | ✓ | | | | ✓ | | | | | |
| Alternative Assessment | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | | | |

COMMON CORE STANDARDS

***Note:*** *For your reference, the list of California Common Core State Standards abbreviations is on the following page.*

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

***Note:*** *Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using "…" to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 22–23 of this document.*

***Note for Sixth Grade Units:*** *English Language Arts Standards and their corresponding Literacy Standards are combined in the matrix on page 1 and in each lesson table. The verbiage from the standard that most specifically matches the activity is used to represent both standards, since usually both differ only slightly. Where the standards have significant differences in how they apply to the lesson activity, they are listed separately.*

## A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 "Participate effectively in a range of collaborative discussions (one-on-one, groups…) with diverse partners." With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class, groups of 4
- **Lesson 2:** Whole class, pairs, small groups
- **Lesson 3:** Groups of 4
- **Lesson 4:** Whole class, groups of 4
- **Lesson 5:** Small groups, pairs
- **Lesson 6:** Pairs

## National Geographic Resources

- **Water for Life** wall map (Lesson 6 and Science Background)

## Unit Assessment Options

| Assessments | Common Core Standards Applications |
|---|---|
| **Traditional Assessment** | |
| Students answer multiple-choice and short-answer questions about the agricultural advances in ancient civilizations. | **RI.6.1** and **RH.6–8.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>**W.6.2** and **WHST.6–8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>**W.6.4** and **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience…<br>**W.6.9** and **WHST.6–8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Alternative Assessment** | |
| Students select an ancient civilization in India or China, identify and sketch a map of a major river system in the selected country, and write an essay about the role of the river system in the rise of this civilization. | **RI.6.1** and **RH.6–8.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>**RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.<br>**W.6.1** and **WHST.6–8.1:** Write arguments to support claims with clear reasons and relevant evidence.<br>**W.6.4** and **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience…<br>**W.6.7** and **WHST.6–8.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.<br>**W.6.9** and **WHST.6–8.9:** Draw evidence from…informational texts to support analysis, reflection, and research. |

## Lesson 1: The Fertile Fields of Asia

Students brainstorm the benefits and disadvantages of living along a river. After considering the importance of water to human communities, students work in pairs to locate and label important physical features of the Indus, Ganges, and Huang He valleys.

Lesson 1

The Fertile Fields of Asia

Lesson 1

Learning Objectives

Key Vocabulary

Use this correlation in conjunction with the **Procedures** located on pages 36–37 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Vocabulary Development:** For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.<br>***Tip: Word Wall Cards*** *may be used at the beginning, as the words come up in the lesson, or as a review at the end.*<br>***Tip:*** *If* ***Dictionary Workbooks*** *need to be reused from year to year, students should not write in them.* | **L.6.4c:** Consult reference materials…to…determine…[a word's] meaning…<br>**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Step 1:** Have students discuss this question: "What are the benefits and the challenges (pros and cons) of living along a river?" Give the class five minutes to answer this question. Ask volunteers to share their ideas and support them with specific examples. | **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. |
| **Steps 2 and 3:** Have students identify the most important natural resources for human survival. (*Land, clean air, water, food, energy*) Explain that fresh water is one of the most important resources for human survival, and that this is why the earliest civilizations in the world emerged around river systems tens of thousands of years ago.<br>Have students discuss why people settled near water. Tell students that over the next few lessons they are going to explore several river systems in Asia that supported the earliest civilizations in the world, in areas we know today as Pakistan, India, and China.<br>Project **River Systems of the World** (Visual Aid #1) and tell students that river systems exist on all continents. Have students locate the major rivers in Asia on the map. Discuss archaeological evidence that shows that the oldest civilizations in Asia grew up around the Indus, Ganges, and Huang He rivers. | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…to develop a coherent understanding of a topic or issue.<br>**SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>**SL.6.2:** Interpret information presented in diverse media and formats…and explain how it contributes to a topic, text, or issue under study. |
| **Step 4:** Organize students into groups of four and give each group a set of crayons or colored pencils and an atlas. Read **Important Features of the Indus, Ganges, and Huang He Valleys** (Student Workbook, page 2). Assign each group to complete one of the following maps: **Indus River Valley** (Student Workbook, page 3), **Ganges River Valley** (Student Workbook, page 4), or **Huang He River Valley** (Student Workbook, page 5). (As much as possible, try to assign each river valley equally across the groups). | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…<br>**W.6.6** and **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.<br>**W.6.9** and **WHST.6–8.9:** Draw evidence from literary or informational texts… |

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Step 4 (Continued):** Have students locate the six important physical features in the river valley their group has been assigned. Explain that students are to label and color all six of these features on their map. They should color in bodies of water (blue), mountain ranges (green), deserts (brown), and outline the rivers (dark blue or purple). Ask students to work carefully and neatly. Have each group designate a student reporter.<br>***Suggestion:*** *Provide students with individual world maps of the continents and have them complete _____. When finished, have students share and compare their maps, checking for accuracy and fixing mistakes.*<br>***Tip:*** *If* ***Student Workbooks*** *need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:*<br>■ *Have students use binder paper or other lined or unlined paper.*<br>■ *Have students use a sheet protector over the page and write with a whiteboard marker.*<br>■ *Do together as a class on a projector or chart paper.*<br>■ *Project the digital fill-in version and do together as a class.*<br>■ *Students use digital devices to fill in the digital version found on the website.*<br>■ *Make student copies when necessary.* | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…<br>**W.6.6** and **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.<br>**W.6.9** and **WHST.6–8.9:** Draw evidence from literary or informational texts… |
| **Steps 5 and 6:** Project **Indus River Valley, Ganges River Valley,** and **Huang He River Valley** (Visual Aids #2–4) one at a time, in any order, and ask student reporters from the groups assigned those river valleys to come up and place one or more of the six features they were to find on the projected map.<br>Ask students the following questions:<br>■ What are some of the geographic features that these river valleys have in common?<br>■ What are some differences between these three rivers or river valleys?<br>■ Why did some of the world's earliest civilizations develop in these regions? | **SL.6.1:** Engage effectively in a range of collaborative discussions…on *grade 6 topics, texts, and issues*, building on others' ideas… |
| **Step 7:** Ask students to guess where the majority of people first settled along the river valley they were assigned. Have them mark their guesses with an "X" in pencil on their maps. | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…as well as in words to develop a coherent understanding of a topic or issue.<br>**SL.6.2:** Interpret information presented in diverse…formats…and explain how it contributes to a topic, text, or issue under study. |

## Lesson 2: Rivers and Monsoons

Students review the water cycle and read an Indian folk poem about monsoons. They read an article about seasonal monsoon cycles and provide examples of how seasonal cycles benefited permanent settlement of early Indian civilizations.

Lesson 2

Rivers and Monsoons

Learning Objective

Background

Key Vocabulary

Use this correlation in conjunction with the **Procedures** located on pages 54–55 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Vocabulary Development:** For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. | **L.6.4c:** Consult reference materials…to…determine…[a word's] meaning…<br><br>**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Steps 1 and 2:** Project **Physical Map of Asia** (Visual Aid #5) and identify the Himalaya Mountains, the largest mountain range on the continent of Asia. Ask students, "Why are mountains so important to river systems?"<br><br>Explain to students that in this part of the world a special type of weather condition, called a "monsoon," is very important to the human life and social systems of the countries affected by monsoons. Project **The Water Cycle** (Visual Aid #6) and briefly review the water cycle and the relationship between land surface, ocean, and atmosphere (wind). | **RH.6–8.2:** Determine the central ideas…of a…secondary source…distinct from prior knowledge or opinions.<br><br>**RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. |
| **Step 3:** Discuss the meaning of "barahmasa" which is an Indian folk song about the seasons. Distribute a **Student Edition** and piece of writing paper to each student. Tell them to turn to **Monsoon Song** (Student Edition, page 2). Project **Monsoon Song** (Visual Aid #7). Have students read along silently as you read the poem aloud. Ask students the following questions:<br>■ When do monsoons occur in India?<br>■ What components of local weather indicate that monsoons are coming?<br>■ What emotions does the writer describe about how the people feel about monsoons?<br>■ How does the writer describe the nature of the monsoon winds? | **RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text…related to history/social studies.<br><br>**SL.6.1:** Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners…, building on others' ideas and expressing their own clearly. |
| **Step 4:** Have students turn to **Asian Monsoons** (Student Edition, pages 3–4) and read the article as a class. Have students take notes about the benefits and risks associated with monsoons and the seasonal cycles of Asia.<br><br>***Suggestion:*** *Students may graph the benefits and risks using a T-Chart, then defend their choices.*<br><br>Discuss the seasonal cycles of Asia. Project **Asian Monsoon Wind Flow** (Visual Aid #8) and review the flow of monsoon winds during winter and summer seasons. Redistribute students' individual **Student Workbooks**. Tell them turn to **Questions About Asian Monsoons** (Student Workbook, page 6) and have students work in pairs to answer the questions. | **RH.6–8.2:** Determine the central ideas…of a…secondary source…distinct from prior knowledge or opinions.<br><br>**RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…as well as in words to develop a coherent understanding of a topic or issue. |

| Student Tasks | Common Core Standards Applications |
| --- | --- |
| **Steps 5 and 6:** When finished, organize students into groups of three. Tell students to turn to **Monsoon Cartoon** (Student Workbook, page 7). Ask students to work together to number the pieces of the cartoon in the correct order, so that it accurately depicts the monsoon cycle.<br>***Suggestion:*** *To focus a discussion on the cycle of monsoons and how the rains brought by the monsoons supported all life near these river systems, assign each of the prompts below to groups and have each one share their answers. Create a class paragraph based upon students' input.*<br>■ *Describe the cycle of a monsoon.*<br>■ *How do you think the seasonal cycles of the major rivers in India and China benefited people?*<br>■ *How did the cycles of these rivers help lead to permanent human settlements?* | **RI.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.<br>**SL.6.2:** Interpret information presented in diverse…formats…and explain how it contributes to a topic, text, or issue under study.<br>**SL.6.4:** Present claims and findings…sequencing ideas logically and using pertinent…facts, and details…; use appropriate eye contact, adequate volume, and clear pronunciation…<br>**SL.6.5:** Include multimedia components…graphics…and visual displays in presentations to clarify information.<br>**W.6.9** and **WHST.6–8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |

## Lesson 3: Goods to Grow Civilizations

Students brainstorm connections between rivers and civilization, and then take notes during a presentation about the links between China's and India's unique natural resources and their rivers.

Lesson 3

Goods to Grow Civilizations

Use this correlation in conjunction with the **Procedures** located on pages 70–71 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Vocabulary Development:** For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. | **L.6.4c:** Consult reference materials…to…determine…[a word's] meaning…<br><br>**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Steps 1–3:** Project **River Ecosystem Goods and Ecosystem Services Chart**. Brainstorm ways that rivers, and the ecosystem goods and ecosystem services they provide, help people build civilizations. Remind the class that the Indus, Ganges, and Huang He Rivers supported some of the world's earliest civilizations.<br><br>Redistribute **Student Workbooks**. Tell students to turn to **Natural Resources and Rivers** (Student Workbook, pages 8–10). Have students answer questions in Part 1 of **Natural Resources and Rivers** as they view the presentation, **Looking at Natural Resources and Rivers** (Visual Aids #9–20), while the teacher reads from the script provided on pages 72–73 of the Teacher's Guide.<br><br>***Suggestion:*** *To encourage the development of reading informational text independently, provide students sections of the script to read during the presentation.* | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…to develop a coherent understanding of a topic or issue.<br><br>**RI.6.10** and **RH 6–8.10:** …read and comprehend history/social studies texts…independently and proficiently.<br><br>**SL.6.2:** Interpret information presented in diverse…formats…and explain how it contributes to a topic, text, or issue under study. |
| **Steps 4 and 5:** Organize students into groups of four. Ask them to work together to complete the chart in Part 2 of **Natural Resources and Rivers**.<br><br>Project **Natural Resources and Rivers Chart** (Visual Aid #21) and work through the first resource with the class (silk), focusing on how silk influenced the development of China's economies, religion, and government.<br><br>Continue to project **Natural Resources and Rivers Chart**. Have volunteers from various groups explain the connections that they identified between a natural resource and the segments of ancient society, and describe how each influenced the development of economies, religions, and government. Have other groups add any additional information. Allow students to add to or correct their charts.<br><br>***Suggestion:*** *Have students work in small groups to explain connections. Afterwards, have a class discussion and share the connections and the text to support their answers.* | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…to develop a coherent understanding of a topic or issue.<br><br>**SL.6.4:** Present claims and findings…sequencing ideas logically and using pertinent…facts, and details…; use appropriate eye contact, adequate volume, and clear pronunciation…<br><br>**W.6.2** and **WHST.6–8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information though the selection, organization, and analysis of relevant content.<br><br>b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

## Lesson 4: Ancient River Settlements of Northern India

Students listen to quotations from the Rig Veda about the sacred Ganges River. In groups, students read about either the Indus or Ganges river valley and how the resources there gave rise to the Aryan civilization. Students summarize key points of the lesson by completing a Venn diagram.

Lesson 4

Ancient River Settlements of Northern India

Use this correlation in conjunction with the **Procedures** located on pages 96–97 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Vocabulary Development:** For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. | **L.6.4c:** Consult reference materials… to…determine…[a word's] meaning…<br><br>**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Steps 1 and 2:** Project **Sacred Rivers** (Visual Aid #22) and read aloud the quotations from the Rig Veda about the Indus and Ganges rivers.<br><br>Project **Physical Map of Asia** (Visual Aid #5). Explain that in India, as in China, the most important natural resource was, and remains, the abundant river systems. Explain that many historians believe India had the greatest network of rivers in the history of the world and, therefore, was the perfect location for one of world's first civilizations. | **RI.6.7** and **RST.6–8.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| **Step 3:** Organize students into groups of four. Have a representative from each group pick a river's name, either "Indus" or "Ganges." Depending on which river they drew, tell students in each group to turn to either **The Indus River Valley** (Student Edition, page 5) or **The Ganges River Valley** (Student Edition, page 6). Give the groups 10 minutes to read the article about their river valley. Explain that as they read, they should be looking for key points about the civilization in the valley and the various resources they obtained from the river system.<br><br>***Suggestion:*** *Have students refer back to the visual aids and have students explain how the information from maps, diagrams, visual aids, and the text from the reader work together to help them understand the main ideas and details.* | **RI.6.1** and **RH.6–8.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**RI.6.2** and **RST.6–8.2:** Determine the central ideas or information of a… source; provide an accurate summary of the source…<br><br>**RI.6.7** and **RST.6–8.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.<br><br>**SL.6.2:** Interpret information presented in diverse media and formats…and explain how it contributes to a topic, text, or issue under study.<br><br>**W.6.2** and **WHST.6–8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br><br>**W.6.9** and **WHST.6–8.9:** Draw evidence from literary or informational texts… |

| Student Tasks | Common Core Standards Applications |
| --- | --- |
| **Steps 4–6:** Have students complete **Comparing the Indus and the Ganges** (Student Workbook, pages 11–12).<br><br>After students have finished, tell them to turn to Part 2 of **Comparing the Indus and Ganges** and to add five to seven examples to the Venn diagram of the key points they read about regarding the civilization in the valley they studied and the resources obtained from the river system there.<br><br>Ask volunteers from each group to share their Venn diagrams. Using the **Comparing the Indus and the Ganges Venn Diagram**, ask groups to provide examples of natural resources and uses of those resources in the early settlements along the Indus and Ganges river valleys. | **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br><br>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

## Lesson 5: The Huang He and the Shang Dynasty

Students look at examples of oracle bones from the Shang Dynasty and then read about resources along the Huang He that gave rise to the Shang's power in the area. Through a letter-writing exercise, students advise King Tang, first emperor of the Shang Dynasty, about the ways he can enrich his kingdom with natural resources.

Lesson 5

The Huang He and the Shang Dynasty

Students examine images of oracle bones, evidence of the emergence of written history during the Shang Dynasty. Then, students work in small groups to complete a flow chart about the Huang He, showing the timing of events associated with human settlement along the river.

Using descriptions of the natural resources that people used during an early settlement, pairs of students compose letters to King Tang, the first emperor of the Shang Dynasty. In their letters, students discuss natural resources and offer suggestions about how King Tang can use the resources in his empire. The lesson provides specific examples of resources that influenced the early economic and political development of the Shang Dynasty. Lessons 1 and 2 of this unit provide a context of geography in northeastern China and the valleys, as well as the influence of natural resources on early Chinese culture.

Lesson 5

Learning Objective

Provide examples of the influence of the Huang He Valley on the development of the Shang Dynasty.

Background

The Neolithic hunter-gatherers (collectively called the "Longshan culture") who first settled along the Huang He gradually moved to a more extensive and permanent use of the land. Their descendants built large villages protected by large earthworks of wheel and other grains that, in time, developed into complex social forms, of social organization. Around 1500 BCE, a new farmer in the Xia Dynasty emerged around the ancient cities of Luoyang and Erlitou. The Xia Dynasty, which is the first dynasty in Sun Zi's "Annal" (the recording Huang He Basin, which turned Hsia Dynasty into a dynasty.

After a rule of some 500 years, the Xia lost power to a competing dynasty, the Shang. The Shang Dynasty in Huang He depended on bronze to create superior weapons and tools. The Shang were also famous for their cast bronze artwork. Because the Shang had to import the metals to produce bronze—were found at different locations, the metals had to be brought to the Shang Dynasty. Thus, transport (mind irrigation as an essential ecosystem service supporting the Shang Dynasty).

Historians' main source for information about the Shang comes from oracle bones, inscribed turtle shells or shoulder blades of sheep that cracked when heated and were read for divination. The bones represent the oldest known examples of Chinese writing. Because of the favorable climate and agriculture of the time. The bones' inscriptions tell us that the Shang Dynasty was a place where there were two sublet factors. The inscriptions provide some information about the Shang, they, an additional sense of human societies dependent upon agriculture, also, under an oppressor on the bones.

In building their complex, Shang Dynasty also introduced a new level of social control on the Chinese people, who, instead of being forced to farm, traded their labor for a portion of the harvest. Women, confined to a household economy, spinning and weaving for their family, also worked the stalks and soybean fields. However, women were also a source of labor in the society. They were seen, also, some silk, for example, and they raised the children and ran the household.

Key Vocabulary

Bronze: A yellowish-brown metal that is made by mixing copper and tin.

Dynasty: A sequence of rulers from the same family or group.

Oracle: A person who divines the future.

Surplus: The amount of goods above the amount needed to meet one's own needs.

Oracle bone

Use this correlation in conjunction with the **Procedures** located on pages 108–109 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Vocabulary Development:** For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. | **L.6.4c:** Consult reference materials… to…determine…[a word's] meaning…<br>**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Steps 1 and 2:** Project **Oracle Bones 1–3** (Visual Aids #23–25). Explain that one of the earliest dynasties in China, the Shang Dynasty, used these oracle bones more than 3,700 years ago to make predictions about the future or to answer important questions.<br>Tell students that they will continue their investigation of the relationship between rivers and ancient Asian civilizations by looking at specific ways the Huang He shaped the earliest dynasties of China. Review the definition of the word "dynasty." | **RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Step 3:** Project **The Empire During the Shang Dynasty** (Visual Aid #26). Tell students that the river influenced where people chose to settle, because people favored life at river junctions and curves. Point out the location of Anyang, the capital of the Shang Dynasty. | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…<br>**SL.6.2:** Interpret information presented in diverse media and formats…and explain how it contributes to a topic… |
| **Step 4:** Have students turn to **River Flow Flowchart** (Student Workbook, page 13). Ask students to work in pairs, placing the events in order on the flowchart. When they are finished, review the flowchart, discussing the reasoning behind the correct placement of events.<br>***Suggestion:*** *Give students a blank flow chart and have them complete it while you display each section one step at a time.* | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…<br>**SL.6.2:** Interpret information presented in diverse media and formats…and explain how it contributes to a topic…<br>**W.6.2** and **WHST.6–8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information… |

| Student Tasks | Common Core Standards Applications |
| --- | --- |
| **Steps 6 and 7:** Have students turn to **Natural Resources of the Huang He** (Student Edition, page 7). Ask students to use the information to work together to gather information and write a letter to the first Shang emperor, King Tang. Tell students to turn to **Dear King Tang** (Student Workbook, page 14) and use the information they gathered to write a letter to King Tang advising him how to use his country's natural resources.<br><br>Ask students groups to combine and share their advice for King Tang.<br><br>***Suggestion:*** *Require students to cite the specific text evidence that leads toward the information in their letter. Have students identify points of view that differ from their own.* | **RI.6.1** and **RH.6–8.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…to develop coherent understanding of a topic or issue.<br><br>**SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups…)…<br><br>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br><br>d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.<br><br>**W.6.2** and **WHST.6–8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information…<br><br>**W.6.4** and **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience… |

## Lesson 6: Our Use of Rivers Today

Students read an article on changes in the Sacramento-San Joaquin River Delta system, outlining ways people have affected the river and why. Students compare human uses of the Bay Delta to human uses of a river in ancient times.

Our Use of Rivers Today

## National Geographic Resources:

- **Water for Life** wall map

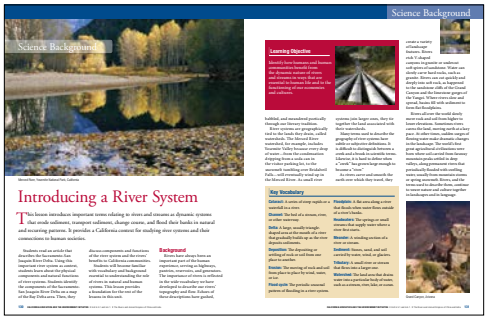
Use this correlation in conjunction with the **Procedures** located on pages 122–123 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Vocabulary Development:** For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. | **L.6.4c:** Consult reference materials… to…determine…[a word's] meaning…<br>**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Step 1:** Project **The Sacramento-San Joaquin River Delta** (Visual Aid #27) and ask students if they can identify the area. Ask students why they think this region is important to Californians. Point out the location of the Sacramento-San Joaquin River Delta on the **Water for Life** wall map. Explain that students are going to read about the condition of the Sacramento-San Joaquin River Delta and consider how human uses of the river have influenced it over time. | **RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats…to develop a coherent understanding of a topic or issue. |
| **Step 2:** Have students read ***California Connections: Changing the Bay Delta to Meet Our Needs*** (Student Edition, pages 8–11) in pairs, taking notes about any information they find about human actions that have changed the river in some way.<br>***Suggestion:*** *In addition to discussing the human actions for this step, have students summarize the main idea and supporting points of the text, either individually or with a partner. For example, during the reading of the selection, have students keep a T chart with the central ideas on the left followed by details that support each idea on the right. Then use the chart to complete a summary at the end of the reading.*<br>***Suggestion:*** *Refer to the* ***Reading*** **California Connections** ***Using a Common Core Reading and Writing Focus*** *on pages 17–21 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.* | **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.<br>**RI.6.1** and **RH.6–8.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>**RI.6.2** and **RH.6–8.2:** Determine the central ideas or information of a… source; provide an accurate summary of the source…<br>**SL.6.1:** Engage effectively in a range of collaborative discussions… |
| **Step 3:** Ask students to help create a list on the board of ways people have changed the Sacramento-San Joaquin River Delta and the effects those changes have had on the river system. | **SL.6.1:** Engage effectively in… discussions…, building on others' ideas and expressing their own clearly.<br>**SL.6.2:** Interpret information presented in diverse…formats…and explain how it contributes to a topic, text, or issue under study. |

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Step 4:** Have students work in pairs to use what they know about the Sacramento-San Joaquin River Delta and one of the river systems used by an ancient civilization in China or India to complete the chart on page 1 of **Rivers Today and Long Ago** (Student Workbook, pages 15–16). | **WHST.6.1b:** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.<br><br>**W.6.4** and **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>**W.6.9** and **WHST.6–8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Step 5:** Have students answer independently the question on page 2 of **Rivers Today and Long Ago**. | **RI.6.1** and **RH.6–8.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**RI.6.2** and **RH.6–8.2:** Determine a central idea of a text…; provide a summary of the text…<br><br>**W.6.4** and **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience…<br><br>**W.6.9** and **WHST.6–8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |

## Science Background: Introducing a River System

Students learn vocabulary related to rivers and read about the Sacramento-San Joaquin River Delta. They discuss how humans benefit from the dynamic nature of rivers and streams in ways that are essential to human life and to the functioning of our economies and cultures.


Science Background

Introducing a River System

## National Geographic Resources:

- **Water for Life** wall map

Use this correlation in conjunction with the **Procedures** located on pages 134–135 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

| Student Tasks | Common Core Standards Applications |
|---|---|
| **Vocabulary Development:** For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. | **L.6.4c:** Consult reference materials… to…determine…[a word's] meaning…<br><br>**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text… |
| **Steps 1–3:** Have students examine **Water for Life** wall map. Ask students what they know about water in California and where their fresh (drinking) water supply comes from. Write their contributions on the board. Choose several students to come up to the map and identify the major rivers in California. Write the names of these rivers on the board.<br><br>Project **The Sacramento-San Joaquin River Delta** (Visual Aid #28). Tell students that the article they are about to read describes this system. Distribute a piece of writing paper to each student. Tell students to turn to ***California Connections: The Sacramento-San Joaquin River Delta*** (Student Edition, pages 13–16). Direct students to note any terms related to rivers that they recognize as the class reads the article.<br><br>Have students read aloud ***California Connections: The Sacramento-San Joaquin River Delta***. After students finish reading the article, project **The Sacramento-San Joaquin River Delta** (Visual Aid #27) and point out the physical features on the map.<br><br>***Suggestion:*** *Have students discuss note-taking strategies before reading the article. Provide struggling students sentence stems and guided reading material before having them read through as a class.* | **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.<br><br>**RI.6.1** and **RH.6–8.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**RI.6.2** and **RH.6–8.2:** Determine the central ideas or information of a… source; provide an accurate summary of the source…<br><br>**SL.6.1:** Engage effectively in a range of collaborative discussions… |
| **Step 4:** Lead a class discussion about the Bay Delta river system using the following questions:<br>■ Why would people want to live near a river system like the Bay Delta?<br>■ What are some of the natural resources that are made available to people by river systems like the Bay Delta?<br>■ Ask students to list some ways that dynamic river systems like the Bay Delta can be helpful to people.<br>■ What are some of the challenges people may face living near a river system like the Bay Delta? | **RH.6–8.7:** Integrate visual information (e.g., in…maps) with other information…<br><br>**WHST.6.1b:** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |

| Student Tasks | Common Core Standards Applications |
| --- | --- |
| **Step 4 (Continued):**<br>***Suggestion:*** *Have students separate into 4 groups and assign each group one of the above questions. Invite students to present their answers using technology, posters, skits, or other non-traditional formats. Ask students to create a rubric to assess their work before starting the projects, so they understand how they will be assessed.* | **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.<br>**WHST.6–8.8:** Gather relevant information from multiple print and digital sources **(primary and secondary)**, 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. **CA** |

## Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

## Reading *California Connections* using a Common Core Reading and Writing Focus

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the ***California Connections*** selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis. **(RH.6–8.1)**
- Note how the author sets up the central ideas or information; and provide an accurate summary of the text distinct from prior knowledge or opinions. **(RH.6–8.2)**
- Identify key steps in a text's description of a process related to history. **(RH.6–8.3)**
- Note how the author explains the meaning of key words, phrases, and vocabulary related to history/social studies. **(RH.6–8.4)**
- Analyze the structure the author uses to organize the text; describe how a text presents information (e.g., sequentially, comparatively, causally). **(RH.6–8.5)**
- Analyze the author's point of view and purpose, including watching for loaded language and inclusion or avoidance of particular facts. **(RH.6–8.6)**
- Note how the information in the ***California Connections*** text integrates with information provided throughout the unit in diverse formats, including charts, graphs, photographs, videos, or maps. **(RH.6–8.7)**
- Distinguish among fact, opinion, and reasoned judgment in a text. **(RH.6–8.8)**
- Analyze the relationship between a primary and secondary source on the same topic. **(RH.6–8.9)**
- Note comprehension strategies for understanding text. **(RH.6–8.10)**

***Note:*** *Standard descriptions from the Reading Standards for Literacy in History/Social Studies are paraphrased and combined, using terminology that applies to reading a* ***California Connections*** *selection.*

## Writing

Many ***California Connections*** selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

## Using the *California Connections* Selection

The following pages note specific places where the ***California Connections*** selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including…history/social studies.

- *Levees*

***Suggestion:*** *Provide a display area for the entire unit that includes a word wall and maps.*

**California Connections: Changing the Bay Delta to Meet Our Needs**
Lesson 6 | *page 1 of 4*

# Changing the Bay Delta to Meet Our Needs

On June 3, 2004, a levee that protected farmlands from flooding in the Sacramento-San Joaquin River Delta (Bay Delta) gave way. Water poured through the 200-foot opening (called a "breach") and sent more than 250 people running for their lives. Crops were covered with water in an instant. Twenty houses and 50 barns were under water by the end of the day. Roads washed out, train tracks were flooded, and fuel lines were cut off. One farmer said that he lost $500,000 worth of corn in only a few hours.

Acres of rich farmland dot the Sacramento-San Joaquin River Delta. Today, more than 1,000 miles of levees protect the islands from the river that flows between them. The levees need to be constantly maintained. They are just one of many ways people have changed the Bay Delta in the past 200 years.

**Human Designs and Nature**

The Bay Delta did not always have this system of human-designed waterways, levees, and islands. The region was not developed before the 1830s. It did not have railroad tracks, homes, power lines, and gas lines, which all need

Flooding of Sacramento River

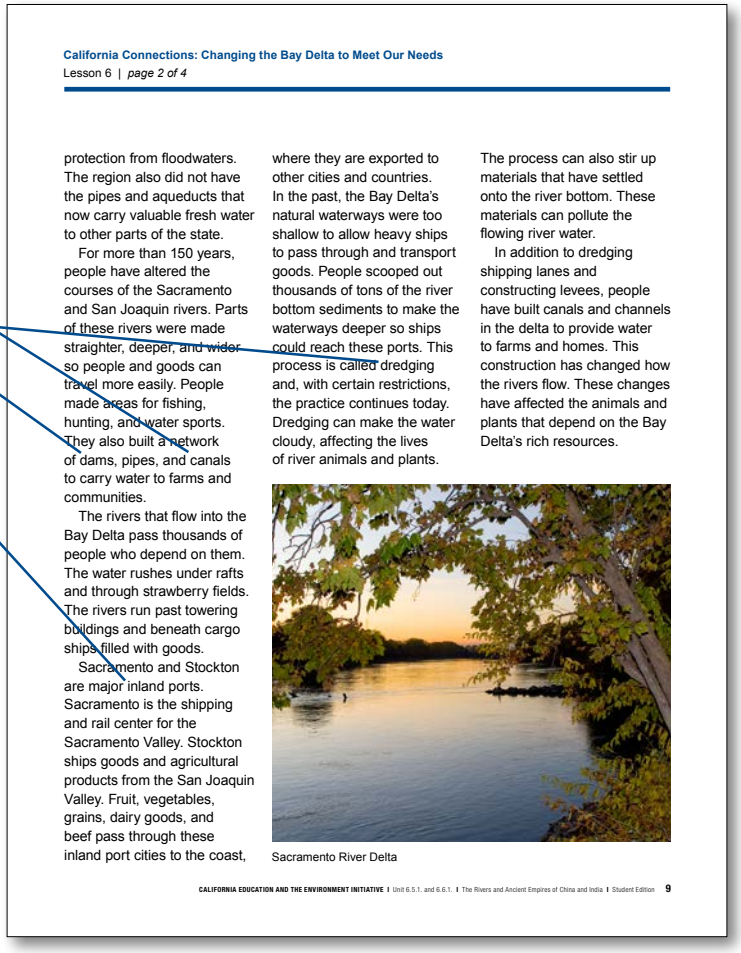
8 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 6.5.1. and 6.6.1. | The Rivers and Ancient Empires of China and India | Student Edition

**RI.6.2** and **RH.6–8.2**: Determine a central idea of a text…; provide a summary of the text distinct from personal opinions or judgments.

***Suggestion:*** *Have students predict what the central idea of the text will be, then identify text that supports their prediction as they read the text.*

**RI.6.4** and **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including…history/social studies.

- *Canals*
- *Dams*
- *Dredging*
- *Inland Port*



**California Connections: Changing the Bay Delta to Meet Our Needs**
Lesson 6 | *page 2 of 4*

protection from floodwaters. The region also did not have the pipes and aqueducts that now carry valuable fresh water to other parts of the state.

For more than 150 years, people have altered the courses of the Sacramento and San Joaquin rivers. Parts of these rivers were made straighter, deeper, and wider so people and goods can travel more easily. People made areas for fishing, hunting, and water sports. They also built a network of dams, pipes, and canals to carry water to farms and communities.

The rivers that flow into the Bay Delta pass thousands of people who depend on them. The water rushes under rafts and through strawberry fields. The rivers run past towering buildings and beneath cargo ships filled with goods.

Sacramento and Stockton are major inland ports. Sacramento is the shipping and rail center for the Sacramento Valley. Stockton ships goods and agricultural products from the San Joaquin Valley. Fruit, vegetables, grains, dairy goods, and beef pass through these inland port cities to the coast, where they are exported to other cities and countries. In the past, the Bay Delta's natural waterways were too shallow to allow heavy ships to pass through and transport goods. People scooped out thousands of tons of the river bottom sediments to make the waterways deeper so ships could reach these ports. This process is called dredging and, with certain restrictions, the practice continues today. Dredging can make the water cloudy, affecting the lives of river animals and plants. The process can also stir up materials that have settled onto the river bottom. These materials can pollute the flowing river water.

In addition to dredging shipping lanes and constructing levees, people have built canals and channels in the delta to provide water to farms and homes. This construction has changed how the rivers flow. These changes have affected the animals and plants that depend on the Bay Delta's rich resources.

Sacramento River Delta

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 6.5.1. and 6.6.1. | The Rivers and Ancient Empires of China and India | Student Edition 9

**RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats… to develop a coherent understanding of a topic or issue.

***Suggestion:*** *Discuss how the Sacramento River Delta serves as an economic benefit to Northern California. Discuss how the use for economic gain has led to negative and positive effects.*

California crops being watered

**Changes in the System**

Scientists estimate that about five of the 29 native fish species in the Bay Delta are in danger of going extinct or have disappeared forever. This is just one of the many visible signs of change in the Bay Delta's ecosystems. As with many ecological changes, it is hard to know the exact cause. Today, water flows at different speeds, during different times of the year, and in different places than it did in the 1800s. These alterations have caused big changes in the environments where fish and other animals live. The temperature, speed, and clarity of the water may have changed. In some places the water is even flowing in a different direction.

Fish and other species are not the only living things that depend upon the delta, though. Twenty-five million Californians drink at least some water from this system. Dozens of crops, from apricots to zucchini, use water drawn from the Bay Delta. Maybe you are wearing a T-shirt woven from cotton grown with water from the delta. You have probably eaten cereal or cookies that have ingredients grown with this water. Water from the delta produces a bounty of crops that include almonds, figs, and pistachios. Other vegetables, fruits, and nuts, such as walnuts, melons, lettuce, plums, and tomatoes, are also grown here. You may drink milk from cattle raised here.

Almost one-third of the water in this system no longer flows into the San Francisco Bay. In the year 2000, nearly 2 trillion gallons of water were taken out of the Bay Delta system. That's more than enough to give a gallon of water to every single person on Earth every day for a year! Most of the water ended up irrigating farms in the Central Valley. About 410 billion gallons went to homes.

It is a natural process for saltwater to flow inland and move upstream, especially in years with little rainfall. However, so much fresh water



**RI.6.3:** Analyze in detail how [an]…event…is introduced…and elaborated in a text…

***Suggestion:*** *Make connections to the timeline of events that influenced changes in the system.*

***Suggestion:*** *The length of this reading passage makes it an ideal passage for 'close reading.' Have students read once for first impressions. Students re-read looking for vocabulary. The third reading requires students to identify the use of graphics to support the text. Students read a final time looking for claims made by the author.*

is removed from the river upstream that salt water from San Francisco Bay sometimes flows inland during high tide. This affects farms and wildlife that depend on fresh water.

**Human Impact**

Channels, levees, and dredging have changed patterns of erosion and sedimentation in the valley. Much of the land around the river used to receive a coating of rich soil during yearly floods. The river is no longer allowed to flood—unless a levee breaks, as in 2004.

One way that human use has changed the delta is that dams upstream from the Bay-Delta control the amount of water flowing in the system. People operating the dams release the water at different times of year. The dams also act as barriers to fish movement, except where there are "fish ladders" or similar structures. Dams may make less water available in a river environment. This can make a big difference to various species in the river. For example, populations of animals that depend on natural river flow and plenty of cold water, such as salmon, have decreased.

As California's population grows, we will depend more on the Sacramento-San Joaquin River Delta system. We will need to continue to find new ways to manage precious water supplies while protecting the state's natural resources and wildlife.

Hetch Hetchy Dam, California



**RI.6.7** and **RH.6–8.7:** Integrate information presented in different media or formats… to develop a coherent understanding of a topic or issue.

***Suggestion:*** *Analyze the picture and discuss how its inclusion supports the text and provides additional information. Have students research the creation of the Hetch Hetchy Project and the O'Shaughnessy Dam.*

## California Common Core State Standards Descriptions

### Language Standards

- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
  - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### Reading Standards for Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2:** 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.
- **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**
- **RI.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Speaking and Listening Standards

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.4:** Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**
- **SL.6.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Writing Standards

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.4:** 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 above.)

- **W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.
  - b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.
- **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.
- **WHST.6–8.8:** Gather relevant information from multiple print and digital sources (**primary and secondary**), 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. **CA**
- **WHST.6–8.9:** Draw evidence from informational texts to support analysis reflection, and research.