

National Inventors Hall of Fame Education Programs® MimicBot Aligned to Next Generation Science, Common Core State, and CASEL Standards	
Kindergarten	
Core Idea	Standard
Next Generation Science Standards	
K-LS1 From Molecules to Organisms: Structures and Processes	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS3 Earth and Human Activity	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
K-2-ETS1 Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Common Core State Standards for Mathematics	
Measurement and Data: <i>Describe and compare measurable attributes.</i>	K.MD1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
	K.MD2. Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Geometry: <i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>	K.G1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Geometry: <i>Analyze, compare, create, and compose shapes.</i>	K.G5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
Common Core State Standards for English Language Arts	
Reading Standards for Informational Text K-6	RI1. With prompting and support, ask and answer questions about key details in a text.
	RI4. With prompting and support, ask and answer questions about unknown words in a text.
	RI1. Ask and answer questions about key details in a text.

Common Core State Standards for English Language Arts	
Reading Standards: Foundational Skills K-5	RF1. Demonstrate understanding of the organization and basic features of print.
	a. Follow words from left to right, top to bottom, and page by page.
	RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	RF4. Read emergent-reader texts with purpose and understanding.
Speaking and Listening Standards K-6	SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	b. Continue a conversation through multiple exchanges.
Speaking and Listening Standards K-6	SL2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	SL3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL6. Speak audibly and express thoughts, feelings, and ideas clearly.
Language Standards K-6	L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CASEL Social and Emotional Learning (SEL) Competencies	
Self-Awareness	Integrating personal and social identities
	Identifying personal, cultural, and linguistic assets
	Identifying one's emotions
	Demonstrating honesty and integrity
	Linking feelings, values, and thoughts
	Experiencing self-efficacy
	Having a growth mindset
	Developing interests and a sense of purpose

CASEL Social and Emotional Learning (SEL) Competencies	
Self-Management	Managing one's emotions
	Exhibiting self-discipline and self-motivation
	Setting personal and collective goals
	Using planning and organizational skills
	Demonstrating personal and collective agency
Social Awareness	Taking others' perspectives
	Recognizing strengths in others
	Demonstrating empathy and compassion
	Showing concern for the feelings of others
	Recognizing situational demands and opportunities
Relationship Skills	Communicating effectively
	Developing positive relationships
	Practicing teamwork and collaborative problem-solving
Responsible Decision-Making	Demonstrating curiosity and open-mindedness
	Learning to make a reasoned judgment after analyzing information, data, facts
	Anticipating and evaluating the consequences of one's actions
	Recognizing how critical thinking skills are useful both inside & outside of school

National Inventors Hall of Fame Education Programs® MimicBot Aligned to Next Generation Science, Common Core State, and CASEL Standards	
Grade One	
Core Idea	Standard
Next Generation Science Standards	
1-PS4 Waves and their Applications in Technologies for Information Transfer	1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
1-LS1 From Molecules to Organisms: Structures and Processes	1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
1-LS3 Heredity: Inheritance and Variation of Traits	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
K-2-ETS1 Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Common Core State Standards for Mathematics	
Geometry: Reason with shapes and their attributes.	1.G2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
Common Core State Standards for English Language Arts	
Reading Standards for Informational Text K-6	RI3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	RI4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	RI5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	RI6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	RI7. Use the illustrations and details in a text to describe its key ideas.
Reading Standards: Foundational Skills K-5	RF1. Demonstrate understanding of the organization and basic features of print.
	RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	RF4. Read with sufficient accuracy and fluency to support comprehension.

Common Core State Standards for English Language Arts	
Speaking and Listening Standards K-6	SL1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	c. Ask questions to clear up any confusion about the topics and texts under discussion.
	SL2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Speaking and Listening Standards K-6	SL3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language Standards K-6	L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
CASEL Social and Emotional Learning (SEL) Competencies	
Self-Awareness	Integrating personal and social identities
	Identifying personal, cultural, and linguistic assets
	Identifying one's emotions
	Demonstrating honesty and integrity
	Linking feelings, values, and thoughts
	Experiencing self-efficacy
	Having a growth mindset
	Developing interests and a sense of purpose
Self-Management	Managing one's emotions
	Exhibiting self-discipline and self-motivation
	Setting personal and collective goals
	Using planning and organizational skills
	Demonstrating personal and collective agency

CASEL Social and Emotional Learning (SEL) Competencies	
Social Awareness	Taking others' perspectives
	Recognizing strengths in others
	Demonstrating empathy and compassion
	Showing concern for the feelings of others
	Recognizing situational demands and opportunities
Relationship Skills	Communicating effectively
	Developing positive relationships
	Practicing teamwork and collaborative problem-solving
Responsible Decision-Making	Demonstrating curiosity and open-mindedness
	Learning to make a reasoned judgment after analyzing information, data, facts
	Anticipating and evaluating the consequences of one's actions
	Recognizing how critical thinking skills are useful both inside & outside of school

National Inventors Hall of Fame Education Programs® MimicBot Aligned to Next Generation Science, Common Core State, and CASEL Standards	
Grade Two	
Core Idea	Standard
Next Generation Science Standards	
2-PS1 Matter and its Interactions	2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
	2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
2-LS4 Biological Evolution: Unity and Diversity	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
K-2-ETS1 Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Common Core State Standards for English Language Arts	
Reading Standards for Informational Text K-6	RI3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	RI5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	RI7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Reading Standards: Foundational Skills K-5	RF4. Read with sufficient accuracy and fluency to support comprehension.

Common Core State Standards for English Language Arts	
Speaking and Listening Standards K-6	SL1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	b. Build on others' talk in conversations by linking their comments to the remarks of others.
	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	SL2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	SL4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Language Standards K-6	L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
CASEL Social and Emotional Learning (SEL) Competencies	
Self-Awareness	Integrating personal and social identities
	Identifying personal, cultural, and linguistic assets
	Identifying one's emotions
	Demonstrating honesty and integrity
	Linking feelings, values, and thoughts
	Experiencing self-efficacy
	Having a growth mindset
	Developing interests and a sense of purpose
Self-Management	Managing one's emotions
	Exhibiting self-discipline and self-motivation
	Setting personal and collective goals
	Using planning and organizational skills
	Demonstrating personal and collective agency

CASEL Social and Emotional Learning (SEL) Competencies	
Social Awareness	Taking others' perspectives
	Recognizing strengths in others
	Demonstrating empathy and compassion
	Showing concern for the feelings of others
	Recognizing situational demands and opportunities
Relationship Skills	Communicating effectively
	Developing positive relationships
	Practicing teamwork and collaborative problem-solving
Responsible Decision-Making	Demonstrating curiosity and open-mindedness
	Learning to make a reasoned judgment after analyzing information, data, facts
	Anticipating and evaluating the consequences of one's actions
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National Inventors Hall of Fame Education Programs® MimicBot Aligned to Next Generation Science, Common Core State, and CASEL Standards	
Grade Three	
Core Idea	Standard
Next Generation Science Standards	
3-LS3 Heredity: Inheritance and Variation of Traits	3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.
3-LS4 Biological Evolution: Unity and Diversity	3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
3-5-ETS1 Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Common Core State Standards for English Language Arts	
Reading Standards for Informational Text K-6	RI1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	RI3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	RI5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	RI7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Reading Standards: Foundational Skills K-5	RF4. Read with sufficient accuracy and fluency to support comprehension.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Common Core State Standards for English Language Arts	
Speaking and Listening Standards K-6	SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	d. Explain their own ideas and understanding in light of the discussion.
	SL2. 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.
	SL3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language Standards K-6	L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L6. Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CASEL Social and Emotional Learning (SEL) Competencies	
Self-Awareness	Integrating personal and social identities
	Identifying personal, cultural, and linguistic assets
	Identifying one’s emotions
	Demonstrating honesty and integrity
	Linking feelings, values, and thoughts
	Experiencing self-efficacy
	Having a growth mindset
	Developing interests and a sense of purpose
Self-Management	Managing one’s emotions
	Exhibiting self-discipline and self-motivation
	Setting personal and collective goals
	Using planning and organizational skills
	Demonstrating personal and collective agency

CASEL Social and Emotional Learning (SEL) Competencies	
Social Awareness	Taking others' perspectives
	Recognizing strengths in others
	Demonstrating empathy and compassion
	Showing concern for the feelings of others
	Recognizing situational demands and opportunities
Relationship Skills	Communicating effectively
	Developing positive relationships
	Practicing teamwork and collaborative problem-solving
Responsible Decision-Making	Demonstrating curiosity and open-mindedness
	Learning to make a reasoned judgment after analyzing information, data, facts
	Anticipating and evaluating the consequences of one's actions
	Recognizing how critical thinking skills are useful both inside & outside of school

National Inventors Hall of Fame Education Programs® MimicBot Aligned to Next Generation Science, Common Core State, and CASEL Standards	
Grade Four	
Core Idea	Standard
Next Generation Science Standards	
4-PS3 Energy	4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
4-LS1 From Molecules to Organisms: Structures and Processes	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
3-5-ETS1 Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Common Core State Standards for Mathematics	
Geometry: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	4.G1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Common Core State Standards for English Language Arts	
Reading Standards for Informational Text K-6	RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	RI7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Reading Standards: Foundational Skills K-5	RF4. Read with sufficient accuracy and fluency to support comprehension.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Speaking and Listening Standards K-6	SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	b. Follow agreed-upon rules for discussions and carry out assigned roles.
	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Common Core State Standards for English Language Arts	
Language Standards K-6	L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
CASEL Social and Emotional Learning (SEL) Competencies	
Self-Awareness	Integrating personal and social identities
	Identifying personal, cultural, and linguistic assets
	Identifying one's emotions
	Demonstrating honesty and integrity
	Linking feelings, values, and thoughts
	Experiencing self-efficacy
	Having a growth mindset
	Developing interests and a sense of purpose
Self-Management	Managing one's emotions
	Exhibiting self-discipline and self-motivation
	Setting personal and collective goals
	Using planning and organizational skills
	Demonstrating personal and collective agency
Social Awareness	Taking others' perspectives
	Recognizing strengths in others
	Demonstrating empathy and compassion
	Showing concern for the feelings of others
	Recognizing situational demands and opportunities
Relationship Skills	Communicating effectively
	Developing positive relationships
	Practicing teamwork and collaborative problem-solving
Responsible Decision-Making	Demonstrating curiosity and open-mindedness
	Learning to make a reasoned judgment after analyzing information, data, facts
	Anticipating and evaluating the consequences of one's actions
	Recognizing how critical thinking skills are useful both inside & outside of school

National Inventors Hall of Fame Education Programs® MimicBot Aligned to Next Generation Science, Common Core State, and CASEL Standards	
Grade Five	
Core Idea	Standard
Next Generation Science Standards	
3-5-ETS1 Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Common Core State Standards for English Language Arts	
Reading Standards for Informational Text K-6	RI.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Reading Standards: Foundational Skills K-5	RF.4. Read with sufficient accuracy and fluency to support comprehension.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Speaking and Listening Standards K-6	SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	b. Follow agreed-upon rules for discussions and carry out assigned roles.
	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Language Standards K-6	L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CASEL Social and Emotional Learning (SEL) Competencies	
Self-Awareness	Integrating personal and social identities
	Identifying personal, cultural, and linguistic assets
	Identifying one's emotions
	Demonstrating honesty and integrity
	Linking feelings, values, and thoughts
	Experiencing self-efficacy
	Having a growth mindset
	Developing interests and a sense of purpose
Self-Management	Managing one's emotions
	Exhibiting self-discipline and self-motivation
	Setting personal and collective goals
	Using planning and organizational skills
	Demonstrating personal and collective agency
Social Awareness	Taking others' perspectives
	Recognizing strengths in others
	Demonstrating empathy and compassion
	Showing concern for the feelings of others
	Recognizing situational demands and opportunities
Relationship Skills	Communicating effectively
	Developing positive relationships
	Practicing teamwork and collaborative problem-solving
Responsible Decision-Making	Demonstrating curiosity and open-mindedness
	Learning to make a reasoned judgment after analyzing information, data, facts
	Anticipating and evaluating the consequences of one's actions
	Recognizing how critical thinking skills are useful both inside & outside of school

National Inventors Hall of Fame Education Programs® MimicBot Aligned to Next Generation Science, Common Core State, and CASEL Standards	
Grade Six-Eight	
Core Idea	Standard
Next Generation Science Standards	
MS-LS1 From Molecules to Organisms: Structures and Processes	MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
MS-ETS1 Engineering Design	MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
	MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
	MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
Common Core State Standards for English Language Arts	
Reading Standards for Informational Text K-6	RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	RI.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.
Speaking and Listening Standards K-6	SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	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.
Language Standards K-6	L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards for English Language Arts	
Reading Standards for Literacy in History/Social Studies 6-8	RH3. 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).
	RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Reading Standards for Literacy in Science and Technical Subjects 6-8	RST3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
	RST7. 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).
CASEL Social and Emotional Learning (SEL) Competencies	
Self-Awareness	Integrating personal and social identities
	Identifying personal, cultural, and linguistic assets
	Identifying one’s emotions
	Demonstrating honesty and integrity
	Linking feelings, values, and thoughts
	Experiencing self-efficacy
	Having a growth mindset
	Developing interests and a sense of purpose
Self-Management	Managing one’s emotions
	Exhibiting self-discipline and self-motivation
	Setting personal and collective goals
	Using planning and organizational skills
	Demonstrating personal and collective agency
Social Awareness	Taking others’ perspectives
	Recognizing strengths in others
	Demonstrating empathy and compassion
	Showing concern for the feelings of others
	Recognizing situational demands and opportunities
Relationship Skills	Communicating effectively
	Developing positive relationships
	Practicing teamwork and collaborative problem-solving

CASEL Social and Emotional Learning (SEL) Competencies	
Responsible Decision-Making	Demonstrating curiosity and open-mindedness
	Learning to make a reasoned judgment after analyzing information, data, facts
	Anticipating and evaluating the consequences of one’s actions
	Recognizing how critical thinking skills are useful both inside & outside of school