

# Correlation of Common Core Standards with Rainforest Alliance’s K–8 & Climate Curriculum Guides

ELA – Reading

Anchor Standards for Reading	<b>Rainforest Alliance K–8 Curriculum Guides</b> <i>The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 2:1 is grade 2, lesson 1), "C" represents the Climate Educators Guide (for grades 6–8)</i>		
Key Ideas & Details	Grades K–2	Grades 3–5	Grades 6–8 & Climate Guide
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>Reading Standard for Literature #1 (RL 1):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3,</p> <p><b>Reading Standard for Informational Text #1 (RI 1):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Reading Standard for Literature #1 (RL 1):</b> 3:1, 3:2, 3:3, 3:4, 4:2, 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #1 (RI 1):</b> 3:1, 3:2, 3:3, 3:4, 4:1, 4:2, 4:3, 4:4, 5:1, 5:2, 5:3</p>	<p><b>Reading Standard for Literature #1 (RL 1):</b> 6:1, 6:2, 7:1, 7:2, 8:1, 8:2, C:1, C:2, C:3, C:4, C:5</p> <p><b>Reading Standard for Informational Text #1 (RI 1):</b> 6:1, 6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:1, C:2, C:3, C:4, C:5</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>Reading Standard for Literature #2 (RL 2):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4</p> <p><b>Reading Standard for Informational Text #2 (RI 2):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Reading Standard for Literature #2 (RL 2):</b> 3:1, 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #2 (RI 2):</b> 3:1, 3:2, 3:3, 3:4, 4:1, 4:2, 4:3, 4:4, 5:1, 5:2, 5:3</p>	<p><b>Reading Standard for Literature #2 (RL 2):</b></p> <p><b>Reading Standard for Informational Text #2 (RI 2):</b> 6:1, 6:2, 6:3, 7:1, 7:2</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.</p>	<p><b>Reading Standard for Literature #3 (RL 3):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p> <p><b>Reading Standard for Informational Text #3 (RI 3):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4</p>	<p><b>Reading Standard for Literature #3 (RL 3):</b> 3:1, 4:2, 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #3 (RI 3):</b> 3:1, 3:2, 3:3, 3:4, 4:1, 4:4</p>	<p><b>Reading Standard for Literature #3 (RL 3):</b></p> <p><b>Reading Standard for Informational Text #3 (RI 3):</b> 8:1, 8:2, C:3, C:4, C:5</p>

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Craft & Structure	Grades K–2	Grades 3–5	Grades 6–8 & Climate Guide	
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><b>Reading Standard for Literature #4 (RL 4):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p> <p><b>Reading Standard for Informational Text #4 (RI 4):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Reading Standard for Literature #4 (RL 4):</b> 3:1, 3:2, 3:3, 3:4, 4:2, 5:1, 5:2, 5:3</p> <p><b>Reading Standard for Informational Text #4 (RI 4):</b> 3:1, 3:2, 3:3, 3:4, 4:1, 4:2, 4:3, 4:4, 5:1, 5:2, 5:3</p>	<p><b>Reading Standard for Literature #4 (RL 4):</b> 6:1, 6:2, 6:3, 8:1, 8:2, C:3, C:5</p> <p><b>Reading Standard for Informational Text #4 (RI 4):</b> 6:1, 6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:1, C:2, C:3, C:4, C:5</p>	
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><b>Reading Standard for Literature #5 (RL 5):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p> <p><b>Reading Standard for Informational Text #5 (RI 5):</b> K:1, K:3, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Reading Standard for Literature #5 (RL 5):</b> 3:1, 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #5 (RI 5):</b> 3:2, 3:3, 4:3, 5:1, 5:2, 5:3</p>	<p><b>Reading Standard for Literature #5 (RL 5):</b></p> <p><b>Reading Standard for Informational Text #5 (RI 5):</b> 6:2, 7:1, 7:2, C:2, C:4, C:5</p>	
<p>6. Assess how point of view or purpose shapes the content and style of text.</p>	<p><b>Reading Standard for Literature #6 (RL 6):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p> <p><b>Reading Standard for Informational Text #6 (RI 6):</b> K:1, K:3, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Reading Standard for Literature #6 (RL 6):</b> 3:1, 4:2, 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #6 (RI 6):</b> 3:1, 3:2, 3:3, 4:2, 4:3, 4:4, 5:1, 5:2, 5:3</p>	<p><b>Reading Standard for Literature #6 (RL 6):</b></p> <p><b>Reading Standard for Informational Text #6 (RI 6):</b></p>	

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Integration of Knowledge & Ideas	Grades K–2	Grades 3–5	Grades 6–8 & Climate Guide	
7. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p><b>Reading Standard for Literature #7 (RL 7):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p> <p><b>Reading Standard for Informational Text #7 (RI 7):</b> K:1, K:3, 1:1, 1:2, 1:3, 1:4</p>	<p><b>Reading Standard for Literature #7 (RL 7):</b> 3:1, 3:2, 3:3, 3:4, 4:2, 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #7 (RI 7):</b> 3:2, 3:3, 3:4, 5:1, 5:2, 5:3</p>	<p><b>Reading Standard for Literature #7 (RL 7):</b></p> <p><b>Reading Standard for Informational Text #7 (RI 7):</b> 6:1, 6:2, 6:3, C:1, C:2, C:3, C:4, C:5</p>	
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p><b>Reading Standard for Literature #8 (RL 8):</b></p> <p><b>Reading Standard for Informational Text #8 (RI 8):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Reading Standard for Literature #8 (RL 8):</b></p> <p><b>Reading Standard for Informational Text #8 (RI 8):</b> 3:2, 3:3, 5:1, 5:2, 5:3</p>	<p><b>Reading Standard for Literature #8 (RL 8):</b></p> <p><b>Reading Standard for Informational Text #8 (RI 8):</b></p>	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<p><b>Reading Standard for Literature #9 (RL 9):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4</p> <p><b>Reading Standard for Informational Text #9 (RI 9):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4</p>	<p><b>Reading Standard for Literature #9 (RL 9):</b> 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #9 (RI 9):</b> 3:2, 3:3, 4:1, 4:2, 4:3, 4:4</p>	<p><b>Reading Standard for Literature #9 (RL 9):</b></p> <p><b>Reading Standard for Informational Text #9 (RI 9):</b></p>	

**Anchor Standards for Reading**

**Rainforest Alliance K–8 Curriculum Guides**  
*The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 2:1 is grade 2, lesson 1), "C" represents the Climate Educators Guide (for grades 6–8)*

Range of Reading & Level of Text Complexity:	Grades K–2	Grades 3–5	Grades 6–8 & Climate Guide
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>Reading Standard for Literature #10 (RL 10):</b>                      K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p> <p><b>Reading Standard for Informational Text #10 (RI 10):</b>                      K:1, K:2, K:3, K:4, 1:1, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Reading Standard for Literature #10 (RL 10):</b>                      3:1, 3:2, 3:3, 3:4, 5:1, 5:3</p> <p><b>Reading Standard for Informational Text #10 (RI 10):</b>                      3:1, 3:2, 3:3, 3:4</p>	<p><b>Reading Standard for Literature #10 (RL 10):</b></p> <p><b>Reading Standard for Informational Text #10 (RI 10):</b></p>

<b>Anchor Standards for Writing</b>			
<b>Rainforest Alliance K–8 Curriculum Guides</b> <i>The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 2:1 is grade 2, lesson 1), "C" represents the Climate Educators Guide (for grades 6–8)</i>			
<b>Key Ideas &amp; Details</b>	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8 &amp; Climate Guide</b>
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Writing Standard #1 (W 1):</b> K:2, K:4, 1:3, 1:4, 2:2, 2:3</p>	<p><b>Writing Standard #1 (W 1):</b> 4:1, 4:3</p>	<p><b>Writing Standard #1 (W 1):</b> 6:2, 6:3, 7:1, 7:2</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Writing Standard #2 (W 2):</b> K:2, K:4, 1:3, 1:4, 2:2, 2:3</p>	<p><b>Writing Standard #2 (W 2):</b> 3:2, 4:1, 4:2, 4:3, 4:4, 5:1, 5:3, 5:4</p>	<p><b>Writing Standard #2 (W 2):</b> 6:2, 6:3, 8:2, C:2</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p><b>Writing Standard #3 (W 3):</b> K:2, K:4, 2:2, 2:3</p>	<p><b>Writing Standard #3 (W 3):</b> 3:2, 4:1, 4:2, 4:3, 4:4, 5:1, 5:3</p>	<p><b>Writing Standard #3 (W 3):</b> C:2</p>
<b>Production &amp; Distribution of Writing</b>			
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Writing Standard #4 (W 4):</b></p>	<p><b>Writing Standard #4 (W 4):</b> 3:2, 4:1, 4:2, 4:3, 4:4, 5:1, 5:3, 5:4</p>	<p><b>Writing Standard #4 (W 4):</b> 6:2, 6:3, 7:1, 7:2, 8:2, C:2</p>

Anchor Standards for Writing	<b>Rainforest Alliance K–8 Curriculum Guides</b> <i>The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 2:1 is grade 2, lesson 1), "C" represents the Climate Educators Guide (for grades 6–8)</i>		
	Grades K–2	Grades 3–5	Grades 6–8 & Climate Guide
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>Writing Standard #5 (W 5):</b> K:2, K:4, 1:1	<b>Writing Standard #5 (W 5):</b>	<b>Writing Standard #5 (W 5):</b>
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>Writing Standard #6 (W 6):</b>	<b>Writing Standard #6 (W 6):</b>	<b>Writing Standard #6 (W 6):</b> 8:2
<b>Research to Build &amp; Present Knowledge</b>			
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<b>Writing Standard #7 (W 7):</b> K:1, K:2, K:3, K:4, 1:3, 1:4, 2:1, 2:3	<b>Writing Standard #7 (W 7):</b> 3:2, 3:3, 4:1, 4:2, 4:3, 4:4, 5:2, 5:4	<b>Writing Standard #7 (W 7):</b> 6:1, 6:2, 6:3, 7:1, 7:2, 8:1
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<b>Writing Standard #8 (W 8):</b> K:1, K:2, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:2	<b>Writing Standard #8 (W 8):</b> 3:2, 3:3, 4:1, 4:2, 4:3, 4:4, 5:1, 5:2, 5:3	<b>Writing Standard #8 (W 8):</b> 8:1, 8:2

Anchor Standards for Writing	<b>Rainforest Alliance K–8 Curriculum Guides</b> <i>The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 2:1 is grade 2, lesson 1), "C" represents the Climate Educators Guide (for grades 6–8)</i>		
	Grades K–2	Grades 3–5	Grades 6–8 & Climate Guide
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Writing Standard #9 (W 9):</b></p>	<p><b>Writing Standard #9 (W 9):</b>                      4:1, 4:2, 4:3, 4:4, 5:2, 5:3, 5:4</p>	<p><b>Writing Standard #9 (W 9):</b></p>
Range of Writing			
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>Writing Standard #10 (W 10):</b></p>	<p><b>Writing Standard #10 (W 10):</b></p>	<p><b>Writing Standard #10 (W 10):</b></p>

**Anchor Standards for Speaking & Listening**

**Rainforest Alliance K–8 Curriculum Guides**

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<b>Comprehension &amp; Collaboration</b>	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8 &amp; Climate Guide</b>
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>Speaking &amp; Listening Standard #1 (SL 1):</b> K:1, K:3, K:4, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Speaking &amp; Listening Standard #1 (SL 1):</b> 3:1, 3:2, 3:3</p>	<p><b>Speaking &amp; Listening Standard #1 (SL 1):</b> C:1, C:2, C:3, C:4, C:5</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Speaking &amp; Listening Standard #2 (SL 2):</b> K:1, K:2, K:3, 1:1, 1:2, 1:3, 1:4, 2:1, 2:2, 2:3</p>	<p><b>Speaking &amp; Listening Standard #2 (SL 2):</b> 3:1, 3:2, 3:3, 3:4, 4:1, 4:2, 4:3, 4:4, 5:2, 5:3</p>	<p><b>Speaking &amp; Listening Standard #2 (SL 2):</b> 6:1, 6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:1, C:2, C:3, C:4, C:5</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p><b>Speaking &amp; Listening Standard #3 (SL 3):</b> K:1, K:2, K:3, 1:2, 1:4, 2:2</p>	<p><b>Speaking &amp; Listening Standard #3 (SL 3):</b> 3:1, 3:2, 3:3, 4:1, 4:2, 4:3, 4:4, 5:1, 5:2, 5:3</p>	<p><b>Speaking &amp; Listening Standard #3 (SL 3):</b></p>
<p><b>Presentation of Knowledge &amp; Ideas</b></p>			
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p><b>Speaking &amp; Listening Standard #4 (SL 4):</b> 1:1, 1:2, 1:3, 1:4, 2:2, 2:3</p>	<p><b>Speaking &amp; Listening Standard #4 (SL 4):</b> 3:1, 3:2, 3:3, 3:4, 4:1, 4:2, 4:3, 4:4, 5:1, 5:2, 5:3 5:4</p>	<p><b>Speaking &amp; Listening Standard #4 (SL 4):</b> 6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:1, C:2, C:3, C:4, C:5</p>



Anchor Standards for Speaking & Listening	<b>Rainforest Alliance K–8 Curriculum Guides</b> <i>The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 2:1 is grade 2, lesson 1), "C" represents the Climate Educators Guide (for grades 6–8)</i>		
	Grades K–2	Grades 3–5	Grades 6–8 & Climate Guide
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>Speaking &amp; Listening Standard #5 (SL 5):</b> K:1, K:2, K:3, K:4, 1:1	<b>Speaking &amp; Listening Standard #5 (SL 5):</b> 5:2, 5:3	<b>Speaking &amp; Listening Standard #5 (SL 5):</b> 6:3, 7:1, 7:2, 8:1, 8:2
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>Speaking &amp; Listening Standard #6 (SL 6):</b> K:1, K:2, K:3, K:4, 1:3, 1:4, 2:1, 2:2, 2:3	<b>Speaking &amp; Listening Standard #6 (SL 6):</b> 3:1, 3:2, 3:3, 3:4	<b>Speaking &amp; Listening Standard #6 (SL 6):</b>

<b>Reading Standards for Literacy in History/Social Studies: Grades 6-8 (RH)</b>	<b>Rainforest Alliance 6–8 &amp; Climate Curriculum Guides</b> <i>The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 6:1 is grade 6, lesson 1), "C" represents the Climate Educators Guide (for grades 6-8)</i>
<b>Key Ideas &amp; Details</b>	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	7:1, 7:2, 8:1, 8:2
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.	6:1, 6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:1, C:2
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).	6:2, 7:1, 7:2, 8:1
<b>Craft and Structure</b>	
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.	6:2, 7:1, 7:2, 8:2, C:1, C:2, C:3, C:4, C:5
5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).	6:1, 6:2, 6:3
<b>Integration of Knowledge and Ideas</b>	
6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:4
7. Distinguish among fact, opinion, and reasoned judgment in a text.	6:1, 6:2, 6:3, 8:1, 8:2
8. Analyze the relationship between a primary and secondary source on the same topic.	6:1, 6:2, 6:3, 7:1, 7:2, 8:1, 8:2

**Reading Standards for Literacy in Science and Technical Subjects: Grades 6-8 (RST)**

**Rainforest Alliance 6–8 & Climate Curriculum Guides**

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**Key Ideas & Details**

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|---|--|
| 1. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | 6:1, 6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:1, C:2, C:3, C:4, C:5 |
| 2. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.                | 6:1, 6:2, 7:1, 8:1, C:1, C:3, C:4                          |

**Craft and Structure**

- |   |  |
|---|--|
| 3. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | 6:1, 6:2, 6:3, 8:1, 8:2, C:1, C:2, C:3, C:4, C:5 |
| 4. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  | 6:1  |

**Integration of Knowledge and Ideas**

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|--|---|
| 5. 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). | 6:1, 6:2, 6:3, 7:1, 7:2, 8:1, 8:2, C:1, C:2, C:3, C:4 |
| 6. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.   | 6:1   |
| 7. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.                             | 6:1, 6:2, 6:3, 7:1, 8:1, C:1, C:2, C:3, C:4, C:5      |

<b>Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects: Grades 6-8 (WHST)</b>	<b>Rainforest Alliance 6–8 &amp; Climate Curriculum Guides</b> <i>The first number corresponds to the grade level, the second number corresponds to the lesson within grade level (i.e.: 6:1 is grade 6, les- son 1), "C" represents the Climate Educators Guide (for grades 6-8)</i>
<b>Key Ideas &amp; Details</b>	
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	6:2, 6:3, 7:1, 7:2, 8:2
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	6:2, 6:3, C:2
<b>Craft and Structure</b>	
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6:2, 6:3, 7:1, 7:2, 8:2
<b>Integration of Knowledge and Ideas</b>	
4. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	6:1, 6:2, 6:3, 7:1, 7:2, 8:2