Rationale	Color Code
There is no evidence that the standard is addressed as part of a *FIRST*® program.	(red)
This standard potentially could be addressed as part of a *FIRST*® program either by actions that the coach/mentor takes when working with the students or by conditions established by the program for that given year.	(yellow)
The standard is clearly addressed by program activities.	(green)
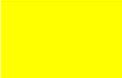
Anchor	Anchor Strand	Cluster	Cluster Strand	Standard	Indicator/Skill	*FIRST*® Alignment	Instructional Exemplar
College and Career Readiness Anchor Standards for Reading	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading: Literature	Key Ideas and Details	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Key Ideas and Details	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	(green)	During Project development, students will use details and examples from source text to draw inferences to support their position.
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Literature	Key Ideas and Details	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Informational Text	Key Ideas and Details	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.	(green)	As part of the research process, students will summarize the findings of technical text in order to support their Project solution with facts rather than personal opinions or judgements.
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading: Literature	Key Ideas and Details	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading: Informational Text	Key Ideas and Details	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).	(green)	In researching their Project, students will analyze in detail how a key event or idea is introduced and developed by examining examples in the text.
College and Career Readiness Anchor Standards for Reading	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.	Reading: Literature	Craft and Structure	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Craft and Structure	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	(green)	As part of reading informational texts, students will be required to make sense of figurative, connotative and technical words and phrases they encounter.
College and Career Readiness Anchor Standards for Reading	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.	Reading: Literature	Craft and Structure	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	(red)	Not Applicable
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Craft and Structure	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	(yellow)	While researching their Project topic and solution, students may analyze informational texts they read to determine how information is organized to develop the ideas presented.

Standard Group	Anchor Standard	Reading Type	Strand	Code	Standard Description		Application Notes
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Literature	Craft and Structure	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Informational Text	Craft and Structure	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	🟨	While researching their Project topic and solution, students may evaluate an author's point of view or purpose as presented in the source material.
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading: Literature	Integration of Knowledge and Ideas	RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading: Informational Text	Integration of Knowledge and Ideas	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.	🟩	During their Project development, students will make use of multiple sources of information, including digital media (i.e., websites, videos) to develop their topic, solutions and presentation.
College and Career Readiness Anchor Standards for Reading	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.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	🟩	During their Project research, teams will identify and incorporate ideas and arguments that are supported by evidence into their presentation in preference to unsupported arguments.
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Literature	Integration of Knowledge and Ideas	RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)	🟨	Depending upon how students' construct their Project presentation, they may choose to compare and contrast multiple authors' presentation of events to support their argument.
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Literature	Range of Reading and Text Complexity	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	🟥	Not Applicable
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Informational Text	Range of Reading and Text Complexity	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.	🟩	As part of the research process, students will have to read multiple age appropriate scientific and technical texts in order to develop their topic and solution for their Project.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.6.1.A	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.	🟩	As part of the Project presentation script-writing process, students will provide clear, relevant and organized evidence to support their conclusions.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.6.1.B	Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	🟩	As part of the Project presentation script-writing process, students will cite credible sources to support their conclusions.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.6.1.C	Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	🟩	As part of the Project presentation script-writing process, students will use words and phrases that best illustrate the relationships between supporting arguments or contrasting points of view.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.6.1.D	Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.	🟩	As part of the Project presentation script-writing process, students will demonstrate an understanding of formal writing style and use it when appropriate in their script.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.6.1.E	Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from the argument presented.	🟩	As part of the Project presentation script-writing process, students will conclude their presentation with a final summary of the solution to their researched problem.

College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.6.2.A	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension		As part of the Project presentation script-writing process, students will organize ideas and information, using definition, classification, comparison/contrast and cause/effect as it applies to their topic and solution and incorporate graphics, charts, and multimedia when useful to assist the audience in comprehending and supporting the research and conclusions.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.6.2.B	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.		As part of the Project presentation script-writing process, students will develop their topic solution by incorporating relevant facts, definitions, concrete details, quotations, or other information and examples to strengthen their proposal.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.6.2.C	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Use appropriate transitions to clarify the relationships among ideas and concepts.		As part of the Project presentation script-writing process, students will use appropriate transitions to clarify relationships between ideas, topics and concepts.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.6.2.D	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		As part of the Project presentation script-writing process, students will use precise language and domain-specific vocabulary in the development of their topic and solution proposal.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.6.2.E	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style.		As part of the Project presentation script-writing process, students will establish and maintain a formal style when appropriate in their presentation.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.6.2.F	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from the information or explanation presented.		As part of the Project presentation script-writing process, students will end the presentation with a final concluding statement or section that follows from the information or explanation developed in the proposal.
College and Career Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.6.3.A	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		As part of the Project presentation script-writing process and presentation, students will determine a narrator and may use characters that deliver a message that is organized and unfolds naturally and logically in the presentation.
College and Career Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.6.3.B	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		As part of the Project presentation script-writing process, students will use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters as part of their creative presentation.

College and Career Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.6.3.C	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	As part of the Project presentation script-writing process, students will use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
College and Career Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.6.3.D	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	As part of the Project presentation script-writing process, students will use precise details and sensory language to convey experiences and events.
College and Career Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.6.3.E	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from the narrated experiences or events.	As part of the Project presentation and script-writing process, students will develop real or imagined experiences or events that result in a conclusion regarding their innovative solution.
College and Career Readiness Anchor Standards for Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing	Production and Distribution of Writing	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.)	As part of the Project presentation script-writing process, students will produce clear and coherent writing in which the development, organization and style are appropriate to the purpose and audience of the presentation.
College and Career Readiness Anchor Standards for Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing	Production and Distribution of Writing	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)	As part of the Project presentation script-writing process, students will review, revise and edit their writing with the help of peers and mentors to perfect the tone, argument and impact of the presentation on the audience.
College and Career Readiness Anchor Standards for Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing	Production and Distribution of Writing	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.	As part of the Project presentation script-writing process, students will use technology, including the internet, to produce writing, interact and collaborate with others on their team or experts. They may publish their work on a team website or blog.
College and Career Readiness Anchor Standards for Writing	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing	Research to Build and Present Knowledge	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Students will conduct research to prepare their Project presentation, design their robot, and develop robot programming.
College and Career Readiness Anchor Standards for Writing	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	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.	Students will gather information from many sources - print, digital, expert interviews, etc. - and appropriately credit the authors and their ideas in the Project presentation.
College and Career Readiness Anchor Standards for Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.6.9.A	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Not Applicable

College and Career Readiness Anchor Standards for Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.6.9.B	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not")	Students will evaluate the arguments and claims provided in their source material and favor the ideas that are supported by reasons and evidence in the formulation and support of their Project solution.
College and Career Readiness Anchor Standards for Writing	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.	Writing	Range of Writing	W.6.10	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 discipline-specific tasks, purposes, and audiences.	As part of *FIRST* ® LEGO® League, students will write for differing periods of time ranging from note taking to formal extended writing to create their Project presentation. Students will also write for a variety of audiences and purposes including tournament judges, community education, and sponsor/business solicitation.
College and Career Readiness Anchor Standards for Speaking and Listening	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.	Speaking & Listening	Comprehension and Collaboration	SL.6.1.A	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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Students will work together collaboratively and use discussion of the research material, gleaned for both the Project and robot programming and design, to come to consensus.
College and Career Readiness Anchor Standards for Speaking and Listening	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.	Speaking & Listening	Comprehension and Collaboration	SL.6.1.B	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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	As members of a collaborative team, students will take on roles and responsibilities to accomplish agreed upon tasks and meet deadlines by following pre-established rules of order.
College and Career Readiness Anchor Standards for Speaking and Listening	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.	Speaking & Listening	Comprehension and Collaboration	SL.6.1.C	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.	As members of a collaborative team, students will elaborate on discussions within the team dynamic and respond to specific questions from the greater community during outreach efforts and from judges at the event.
College and Career Readiness Anchor Standards for Speaking and Listening	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.	Speaking & Listening	Comprehension and Collaboration	SL.6.1.D	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. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Students will explain their ideas and consider ideas expressed by their peers, coaches, research topic experts, members of the community, and tournament judges as part of discussions to make and defend decisions.
College and Career Readiness Anchor Standards for Speaking and Listening	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Speaking & Listening	Comprehension and Collaboration	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.	Depending upon the sources used to collect information for the Project, students will paraphrase information that is presented to them in diverse media and formats. This will most likely occur as part of a conversation with a topic expert or from a video presentation.

College and Career Readiness Anchor Standards for Speaking and Listening	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Speaking & Listening	Comprehension and Collaboration	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	During collaborative discussions within the team dynamic and with others outside the team (e.g. experts), students will have the opportunity to identify the reasons and evidence that a speaker uses to support his or her conclusions and evaluate the strength and validity of those arguments.
College and Career Readiness Anchor Standards for Speaking and Listening	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.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Students will provide an organized Project presentation to judges that establishes their solution and provides relevant and meaningful details and evidence to support the position taken. Students also present their innovative solution to community Partners and sponsors.
College and Career Readiness Anchor Standards for Speaking and Listening	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	"Students will include multimedia components such as posters, props, costumes, images, graphics, music, sound, etc. to present their Project, robot design and core values to teams of judges at the tournament."
College and Career Readiness Anchor Standards for Speaking and Listening	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 above for specific expectations.)	Throughout the process of participating in the *FIRST®* LEGO® League event, students will have multiple opportunities to present in a wide variety of contexts that will allow them to use both formal and informal discourse.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.6.1.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Throughout their writing and discussions, students will have the opportunity to use the proper case of a variety of pronouns.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.6.1.B	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use intensive pronouns (e.g., myself, ourselves).	Throughout discussions, students will have the opportunity to use intensive pronouns.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.6.1.C	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Recognize and correct inappropriate shifts in pronoun number and person.	Throughout their discussions, students will be able to correct pronouns usage to account for shifts in number and person.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.6.1.D	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Throughout their discussions, students will be able to correct vague or unclear pronoun usage.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.6.1.E	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	In writing their Project presentation script, students will identify incorrect English usage and be able to correct it.

College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.6.2.A	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	In writing their Project presentation script, students will use punctuation appropriately to identify parenthetical elements.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.6.2.B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.	In writing their Project presentation script, students will spell words correctly.
College and Career Readiness Anchor Standards for Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Language	Knowledge of Language	L.6.3.A	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.	In writing their Project presentation script, students will vary sentence patterns to convey meaning and maintain audience interest.
College and Career Readiness Anchor Standards for Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Language	Knowledge of Language	L.6.3.B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Maintain consistency in style and tone.	In writing their Project presentation script, students will maintain a consistent style and tone.
College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.6.4.A	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	While reading various texts, students will have the opportunity to use context clues to determine the meaning of unknown words.
College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.6.4.B	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	While reading various texts, students will have the opportunity to use affixes and roots to determine the meaning of unknown words.
College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.6.4.C	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.	While reading various texts, students will have the opportunity to use reference materials to clarify the meaning of words.
College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.6.4.D	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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	While reading various texts, students will have the opportunity to use reference materials to clarify the meaning of words.

College and Career Readiness Anchor Standards for Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.6.5.A	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.	Not Applicable
College and Career Readiness Anchor Standards for Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.6.5.B	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	While reading various texts, students will have the opportunity to analyze the relationship between words to better understand each word's meaning.
College and Career Readiness Anchor Standards for Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.6.5.C	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	While reading various texts, students will distinguish between words of similar denotations but differing connotations.
College and Career Readiness Anchor Standards for Language	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Language	Vocabulary Acquisition and Use	L.6.6	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.	Students will have opportunities to acquire and use grade appropriate academic as well as domain-specific words and phrases in writing and speaking about their Project, robot design and programming, and core values.
College and Career Readiness Anchor Standards for Reading	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.	Reading	Key Ideas and Details	RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	During their Project presentation, students will cite evidence from science and technical texts to support their innovative solution.
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading	Key Ideas and Details	RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	In presenting their Project solution, students will provide an accurate summary of the source material to demonstrate a thorough understanding of the topic and to justify their conclusions.
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading	Key Ideas and Details	RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	In the development of the robot design and programming, students must follow precisely multistep procedures in performing technical tasks and when testing/determining the precision and accuracy of the robot.
College and Career Readiness Anchor Standards for Reading	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.	Reading	Craft and Structure	RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	In the development of the Project and the robot design and programming, students will 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.
College and Career Readiness Anchor Standards for Reading	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.	Reading	Craft and Structure	RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	Depending upon the text in question, or if the coach/mentor chooses, students may analyze text structure to determine how the organization of information affects presentation of the topic.

College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading	Craft and Structure	RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	To better understand the Project topic and robot building and programming strategies from source material, students will analyze the author's reasons for providing specific explanations, procedures, or experiments within the text.
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading	Integration of Knowledge and Ideas	RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	In presenting their robot programming to the judges, students will demonstrate an understanding of the information expressed visually (in a flowchart or within the graphic platform of the programming environment), and may display the quantitative or technical findings of their Project visually in order for the judges to better understand their research and conclusions.
College and Career Readiness Anchor Standards for Reading	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.	Reading	Integration of Knowledge and Ideas	RST.6.-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	When researching their Project topic, students will distinguish among facts, reasoned judgements, and speculation when analyzing the source material.
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading	Integration of Knowledge and Ideas	RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	"When building and programming their robot, students will compare the results that they expected to find when they researched how to engineer their robot with the actual results of their experimentation."
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading	Range of Reading and Text Complexity	RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	As part of FIRST® LEGO® League, students will read and comprehend multiple age appropriate scientific and technical texts in order to develop their Project solution and their robot programming and design.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	WHST.6-8.1.A	Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	As part of the Project presentation script writing process, students will introduce their preferred solution to a Project topic problem and share why this solution is preferred over other potential solutions.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	WHST.6-8.1.B	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.	As part of writing the Project presentation script, students will support their claims by using relevant evidence and credible sources.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	WHST.6-8.1.C	Write arguments focused on discipline-specific content. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	As part of writing the Project presentation script, students will use the correct words and phrases to establish relationships between claims and supporting reasons.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	WHST.6-8.1.D	Write arguments focused on discipline-specific content. d. Establish and maintain a formal style.	As part of writing the Project presentation script, students will make use of a formal writing style.
College and Career Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	WHST.6-8.1.E	Write arguments focused on discipline-specific content. e. Provide a concluding statement or section that follows from and supports the argument presented.	To conclude their Project presentation, students will include a concluding statement or section which summarizes their solution.

College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	WHST.6-8.2.A	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	As students write their Project presentation script, they will introduce their topic and provide appropriate organization and formatting as is necessary to aid in comprehension.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	WHST.6-8.2.B	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.	In writing their Project presentation script, students will use facts, definitions, quotations, concrete details, and other information as is appropriate to convey their message.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	WHST.6-8.2.C	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	In writing their Project presentation script, students will use transitional language to link ideas and concepts as well as convey relationships as necessary to communicate their message.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	WHST.6-8.2.D	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	In writing their Project presentation script, students will use precise language and domain-specific vocabulary as necessary to communicate their message.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	WHST.6-8.2.E	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. e. Establish and maintain a formal style and objective tone.	In writing their Project presentation script, students will establish and maintain a formal style and objective tone, as appropriate.
College and Career Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	WHST.6-8.2.F	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	In writing their Project presentation script, students will provide a concluding statement or section to summarize their research.
College and Career Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	WHST.6-8.3	In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	Students can write a step-by-step guide to programming their robot. This can be done easily within the robot programming platform and encouraged as part of the presentation for the robot design judges.
College and Career Readiness Anchor Standards for Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing	Production and Distribution of Writing	WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students will produce a clear, coherently written Project presentation script that relates the researched problem and innovative solution to the Challenge topic. Students must produce writings that vary in style and purpose and for a wide variety of audiences including tournament judges, community outreach, and sponsors.
College and Career Readiness Anchor Standards for Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing	Production and Distribution of Writing	WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	In writing their Project presentation script, students will work collaboratively as a team to revise, edit, and review their writing with input from coaches, topic experts, and their targeted community audience.

College and Career Readiness Anchor Standards for Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing	Production and Distribution of Writing	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.	As part of their Project outreach, students will use technology to produce and publish their findings, collaborate with peers and topic experts.
College and Career Readiness Anchor Standards for Writing	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing	Research to Build and Present Knowledge	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.	As part of FIRST® LEGO® League, students will conduct research to develop their Project solution, design their robot, and develop robot programming.
College and Career Readiness Anchor Standards for Writing	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	In researching their Project topic, problem, and solution options, students will gather relevant information from multiple print and digital sources, evaluate the credibility and accuracy of each source, quote or paraphrase data, and cite sources appropriately.
College and Career Readiness Anchor Standards for Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.	In researching their Project, students will refer to informational texts to support their research, conclusions and solution.
College and Career Readiness Anchor Standards for Writing	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.	Writing	Range of Writing	WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	As part of FIRST® LEGO® League, students will write for differing periods of time ranging from note taking to formal extended writing to create their Project presentation and meet their other outreach and educational objectives.