

Correlation to the Common Core State Standards

Common Core State Standards	Lessons
College and Career Readiness Anchor Standards for Reading, Grades 6-12	
Key Ideas and Details	
CCR.R.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.	8, 9, 18, 19
CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	10, 13, 17, 18, 20
CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	11, 22
Craft and Structure	
CCR.R.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.	16, 26
CCR.R.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.	7, 21
CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.	12, 23
Integration of Knowledge and Ideas	
CCR.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	15, 24
CCR.R.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.	23
CCR.R.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.	14, 25
Range of Reading and Level of Text Complexity	
CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	8, 19
Reading Standards for Literature, Grade 6	
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.	8, 9
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.	10, 13
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.	11

Key to Lesson References:

GUM = Grammar, Usage, and Mechanics Handbook (numbered by Mini-Lesson)
SLH = Speaking and Listening Handbook (numbered by Mini-Lesson)

Common Core State Standards	Lessons
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.	16
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.	7
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	12
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.	15
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.	14
Range of Reading and Level of 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.	8, 11, 12, 13, 14, 15
Reading Standards for Informational Text, Grade 6	
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.	18, 19
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.	17, 18, 20
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).	22
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.	26
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.	21
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	23
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.	24
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.	23
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).	25

Common Core State Standards	Lessons
Range of Reading and Level of 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.	18, 19, 20
College and Career Readiness Anchor Standards for Writing, Grades 6-12	
Text Types and Purposes	
CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	27
CCR.W.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.	28
CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	29
Production and Distribution of Writing	
CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SLH 3
CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	27, 28, 29
CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	24, 28
Research to Build and Present Knowledge	
CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	9
CCR.W.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.	28, SLH 3
CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	19
Range of Writing	
CCR.W.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.	27, 28, 29
Writing Standards, Grade 6	
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	23, 27
a. Introduce claim(s) and organize the reasons and evidence clearly.	27
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	23
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	27
d. Establish and maintain a formal style.	27, 28
e. Provide a concluding statement or section that follows from the argument presented.	27, 28

Common Core State Standards	Lessons
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	28, SLH 3
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.	28
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	28
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	28
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	28
e. Establish and maintain a formal style.	27, 28
f. Provide a concluding statement or section that follows from the information or explanation presented.	27, 28
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	29
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.	29
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	29
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	29
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	29
e. Provide a conclusion that follows from the narrated experiences or events.	29
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.	27, 28, 29
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.	27, 28, 29
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.	29
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.	9
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.	8, 29
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	8, 9, 29

Common Core State Standards	Lessons
a. Apply <i>grade 6 Reading standards</i> 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”).	15, 24
b. Apply <i>grade 6 Reading standards</i> 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”).	27, 28
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.	24, 25, 27, 28, 29
College and Career Readiness Anchor Standards for Speaking and Listening, Grades 6-12	
Comprehension and Collaboration	
CCR.SL.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.	3, 4, 10, SLH 1
CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	15
CCR.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SLH
Presentation of Knowledge and Ideas	
CCR.SL.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.	19
CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SLH
CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SLH
Speaking and Listening Standards, Grade 6	
Comprehension and Collaboration	
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	3, 4, 10, 17, 18, 20, 21, SLH 1
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.	10, 18, SLH 1
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SLH 1, 2
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	4, SLH 2
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	20, SLH 2

Common Core State Standards	Lessons
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.	15, SLH 4
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.	23, SLH 4
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.	8, SLH 3
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	10, SLH 3
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	26, SLH 3
College and Career Readiness Anchor Standards for Language, Grades 6-12	
Conventions of Standard English	
CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	GUM
CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	GUM
Knowledge of Language	
CCR.L.3 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.	3, 4, 5
Vocabulary Acquisition and Use	
CCR.L.4 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.	1, 2, 6
CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	16
CCR.L.6 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 considering a word or phrase important to comprehension or expression.	18, 20, 22
Language Standards, Grade 6	
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	GUM
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	GUM 1, 2, 3
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	GUM 4
c. Recognize and correct inappropriate shifts in pronoun number and person.	GUM 5

Common Core State Standards	Lessons
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	GUM 6
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.	GUM 7, 8, 9, 10
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	GUM
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	GUM 11
b. Spell correctly.	GUM 12
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	13, 14, SLH 3
a. Vary sentence patterns for meaning, reader/ listener interest, and style.	SLH 3
b. Maintain consistency in style and tone.	13, 14
Vocabulary Acquisition and Use	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	1, 2, 4, 6
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.	1
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	2, 4
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.	6
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).	6
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3, 4, 5
a. Interpret figures of speech (e.g., personification) in context.	4
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	3
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	5
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.	18, 20