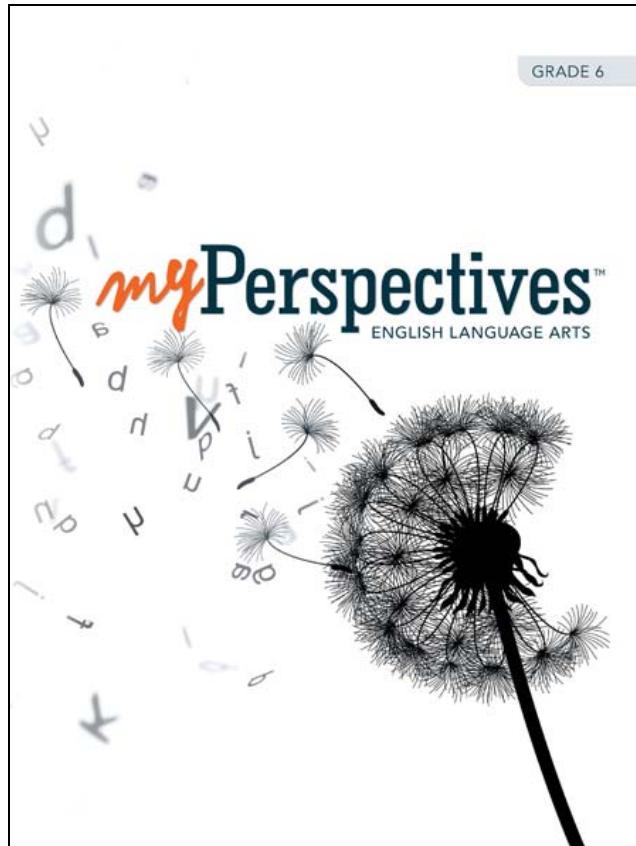


A Correlation of



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To the

Maryland College and Career Ready Curriculum Framework English Language Arts Grade 6



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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Maryland College and Career Ready Curriculum Framework English Language Arts (2014) including Essential Skills and Knowledge**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Maryland College and Career Ready Curriculum Framework	
English Language Arts	
Standards for Reading Literature (RL)	
Cluster: Key Ideas and Details	
RL1 CCR Anchor Standard	
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.	
Grade 6 students:	
RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: "Gallery of 'Calvin and Hobbes' Comics," 30; "I Was a Skinny Tomboy Kid," 74; "Feathered Friend," 200; <i>The Phantom Tollbooth</i> , Act I, 308; from <i>Alice's Adventures in Wonderland</i> , 368. <i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i> <u>Additional Resources</u> <i>Other Resources: Common Core Companion, 2-3, 9</i>
Essential Skills and Knowledge	
• Apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.	SE/TE: First Read Fiction, 118, 162, 194, 238, 362, 452; First Read Poetry, 68, 138, 144, 372; First Read Drama, 282, 312
• Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.	SE/TE: Comprehension Check, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458; Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459
• Demonstrate comprehension of a text with after reading strategies by	
◦ explaining the main ideas	SE/TE: Comprehension Check, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458
◦ Identifying what is directly stated in the text	SE/TE: Cite Textual Evidence 20, 21, 73, 74, 141, 147, 168, 244, 308, 309, 340, 341, 368, 376

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◦ drawing inferences	SE/TE: Make Inferences, 20, 30, 197, 199, 200, 424 TE only: Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419, 467, 468, 471
◦ drawing conclusions	SE/TE: Draw Conclusions, 200, 308 TE only: Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419, 467, 468, 471
◦ verifying or adjusting predictions	SE/TE: First Read Fiction, 118, 162, 194, 238, 362, 452; First Read Poetry, 68, 138, 144, 372; First Read Drama, 282, 312
◦ making new predictions	SE/TE: First Read Fiction, 118, 162, 194, 238, 362, 452; First Read Poetry, 68, 138, 144, 372; First Read Drama, 282, 312
◦ paraphrasing and summarizing	SE/TE: Comprehension Check: Notebook, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458
◦ making connections between the text and oneself.	SE/TE: Analyze the Text: Essential Question, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459
• Determine and state evidence that confirms the important ideas and messages of a literary text.	SE/TE: Comprehension Check, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458; Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459
• Identify evidence to suggest logically what might be true about characters, setting, plot, etc.	SE/TE: Comprehension Check, 367; Analyze Craft and Structure: Characterization, 369; Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Historical Fiction, 123; Other Resources: Common Core Companion, 28–29, 35 TE only: Analyze Character, 28, 69, 289; Characterization, 164, 323, 365; Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306

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<ul style="list-style-type: none"> • Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. (See CCSS L.6.5b) 	SE/TE: Word Study: Synonyms and Antonyms, 56; Practice, 114, 124; Concept Vocabulary, 144, 162
<ul style="list-style-type: none"> • Distinguish between connotations and denotations of words for understanding. (See CCSS L.6.5c) 	SE/TE: Connotations and Denotations, 56, 149, 310; Other Resources: Common Core Companion, 351–352
<ul style="list-style-type: none"> • Participate actively and appropriately in discussions about literary texts. (See CCSS SL.6.1 and SL.6.3) 	SE/TE: Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338
<ul style="list-style-type: none"> • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6) 	SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384; Other Resources: Common Core Companion, 41–53
RL2 CCR Anchor Standard	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RL2 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. (SC, 6)	SE/TE: [Theme] “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; from <i>Tales From the Odyssey</i> , 460; [Summary] <i>The Phantom Tollbooth</i> , Act I, 307 <i>Additional Resources: Common Core Companion, 15–16, 22</i>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme. 	SE/TE: Determine Theme 74, 123, 201, 245, 460; Comparing Development of Theme, 76–77; Additional Resources: Common Core Companion, 22–27 TE only: Analyze Theme, 71, 338

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<ul style="list-style-type: none"> • Connect conclusions about character/s, plot, and/or symbols to determine theme. 	<p>SE/TE: [Theme] “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; from <i>Tales From the Odyssey</i>, 460; Additional Resources: Common Core Companion, 22–27 TE only: Analyze Theme, 71, 338</p>
<ul style="list-style-type: none"> • Present details to accentuate support of main ideas or themes. (See CCSS SL.6.5) 	<p>SE/TE: Determine Theme 74, 123, 201, 245, 460; Comparing Development of Theme, 76–77; Additional Resources: Common Core Companion, 22–27 TE only: Analyze Theme, 71, 338</p>
<ul style="list-style-type: none"> • Distinguish between subjective and objective summaries. 	<p>SE/TE: Comprehension Check: Notebook, 45, 55, 111, 121, 159, 199, 209, 217, 307, 383, 458; Other Resources: Common Core Companion, 16</p>
<ul style="list-style-type: none"> • Paraphrase significant events or details from a text. 	<p>SE/TE: Research: Hold a Discussion, 31; Small-Group Learning, 38, 134, 234, 358, 440; Paraphrase, 340 TE only: Personalize for Learning, 300, 419</p>
<ul style="list-style-type: none"> • Review key ideas expressed through paraphrasing. (See CCSS SL.6.1d) 	<p>SE/TE: Research: Hold a Discussion, 31; Small-Group Learning, 38, 134, 234, 358, 440; Paraphrase, 340 TE only: Personalize for Learning, 300, 419</p>
<ul style="list-style-type: none"> • State or compose a summary that includes events from the beginning, middle, and end of a text. 	<p>SE/TE: Comprehension Check: Notebook, 45, 55, 111, 121, 159, 199, 209, 217, 307, 383, 458; Other Resources: Common Core Companion, 16</p>
<ul style="list-style-type: none"> • Use a variety of transition words to convey sequence. (See CCSS W.6.3c) 	<p>SE/TE: Whole-Class Performance Task: Drafting, 34; Revising, 356; Other Resources: Common Core Companion, 201</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	<p>SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338</p>

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<ul style="list-style-type: none"> • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6) 	<p>SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384; Other Resources: Common Core Companion, 41–53</p>
RL3 CCR Anchor Standard	
Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
<p>RL3 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.</p>	<p>SE/TE: "Hachiko," 123; "Black Cowboy, Wild Horses," 169; <i>The Phantom Tollbooth</i>, Act I, 308; Other Resources: Common Core Companion, 28–29, 35</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply the basic elements of plot structure in a description of a story's plot. 	<p>SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Historical Fiction, 123; Other Resources: Common Core Companion, 28–29, 35 TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306</p>
<ul style="list-style-type: none"> • Apply the basic elements of plot structure and drama structure in a description of a drama's plot. 	<p>SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Historical Fiction, 123; Other Resources: Common Core Companion, 28–29, 35 TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306</p>
<ul style="list-style-type: none"> • Apply the elements of characterization in a description of character development. 	<p>SE/TE: Comprehension Check, 367; Analyze Craft and Structure: Characterization, 369; Other Resources: Common Core Companion, 28–29, 35 TE only: Analyze Character, 28, 69, 289; Characterization, 164, 323, 365</p>
<ul style="list-style-type: none"> • Use a variety of transition words to convey sequence. (See CCSS W.6.3c) 	<p>SE/TE: Whole-Class Performance Task: Drafting, 34; Revising, 356; Other Resources: Common Core Companion, 201</p>

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<ul style="list-style-type: none"> • Use precise words and descriptive details to convey events. (See CCSS W.6.3d) 	<p>SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Historical Fiction, 123; Other Resources: Common Core Companion, 28–29, 35</p> <p>TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306</p>
<ul style="list-style-type: none"> • Give a conclusion that follows from events. (See CCSS W. 5.3e) 	<p>SE/TE: Historical Fiction, 123; Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Comprehension Check, 367; Analyze Craft and Structure: Characterization, 369; Other Resources: Common Core Companion, 28–29, 35</p> <p>TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1) 	<p>SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338</p>
<ul style="list-style-type: none"> • Use appropriate academic or domain-specific words correctly when writing about or discussing literature. (See CCSS 6 L6) 	<p>SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384;</p> <p>Other Resources: Common Core Companion, 41–53</p>
Cluster: Craft and Structure	
RL4 CCR Anchor Standard	
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>RL4 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. (SC, 6)</p>	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 22; “A Blessing,” 142; “Predators,” 149; “Jabberwocky,” 376; from <i>Tales From the Odyssey</i>, 459</p> <p><u>Additional Resources</u> <i>Other Resources:</i> Common Core Companion, 41–42, 48; <i>myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</i></p>

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Use evidence from a literary text to support analysis of word choice. (See CCSS W.6.9) 	SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150; Analyze Elements of Poetry, 142; Analyze Meaning and Tone: Sound Devices, 377; Other Resources: Common Core Companion, 42–47
<ul style="list-style-type: none"> • Examine the author’s word choice as an indicator of tone. 	SE/TE: Analyze Elements of Poetry, 142; Analyze Meaning and Tone: Sound Devices, 377; Figurative Language, 22, 74, 75, 142, 148, 150; Other Resources: Common Core Companion, 42–47
<ul style="list-style-type: none"> • Use the author’s word choice as an indicator of tone. 	SE/TE: Analyze Elements of Poetry, 142; Analyze Meaning and Tone: Sound Devices, 377; Figurative Language, 22, 74, 75, 142, 148, 150; Other Resources: Common Core Companion, 42–47
<ul style="list-style-type: none"> • Use context as a clue to the meaning of words and phrases. (See CCSS L.6.4a) 	SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384
<ul style="list-style-type: none"> • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS L.6.4b) 	SE/TE: Prefix, 46, 244, 310; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448, 459, 471; Suffix, 68, 73, 114, 147, 252, 342, 376
<ul style="list-style-type: none"> • Verify an inferred meaning of a word or phrase in a dictionary. (See CCSS L.6.4d) 	SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384; Other Resources: Common Core Companion, 41–53
<ul style="list-style-type: none"> • Demonstrate an understanding of figurative language and connotation. (See CCSS L.6.5a, L.6.5c) 	SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150; Analyze Meaning and Tone: Sound Devices, 377; Metaphor, 207; Personification, 369; Connotations and Denotations, 56, 149, 310; Other Resources: Common Core Companion, 42–47, 351–352

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RL5 CCR Anchor Standard	
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.	
RL5 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.	SE/TE: “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; <i>The Phantom Tollbooth</i> , Act I, 309; <i>The Phantom Tollbooth</i> , Act II, 341 <i>Additional Resources</i> <i>Other Resources: Common Core Companion, 54–55</i>
Essential Skills and Knowledge	
• Demonstrate an understanding of the structure of novels, dramas, and poetry.	SE/TE: Historical Fiction, 123; Analyze Science Fiction Writing, 245; Dramatic Structures, 309, 341; Other Resources: Common Core Companion, 54–55
• Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure.	SE/TE: Analyze Craft and Structure: Poetic Structures, 148; Story Structure: Plot, 169; Science-Fiction Writing, 245; Dramatic Structures, 309; Other Resources: Common Core Companion, 54–55 TE only: Closer Look: Analyze Structure, 294, 319; Selections, 263, 391, 487
• Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text.	SE/TE: Historical Fiction, 123; Analyze Science Fiction Writing, 245; Dramatic Structures, 309, 341; Story Structure: Plot, 169; Other Resources: Common Core Companion, 54–55
• Determine how a theme is relayed through particular details in a literary text. (See CCSS RL.6.2)	SE/TE: Determine Theme 74, 123, 201, 245, 460; Comparing Development of Theme, 76–77; Additional Resources: Common Core Companion, 22–27 TE only: Analyze Theme, 71, 338
• Describe how a literary text develops in a series of episodes. (See CCSS RL.6.3)	SE/TE: Analyze Science Fiction Writing, 245; Dramatic Structures, 309, 341; Story Structure: Plot, 169; Other Resources: Common Core Companion, 54–55

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<ul style="list-style-type: none"> • Use knowledge of narrative techniques as a means to comprehend events in literary texts. (See CCSS W.6.3b) 	SE/TE: Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459; Analyze Craft and Structure (Practice), 47, 57, 113, 123, 201, 211, 219, 385; Comprehension Check, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458
<ul style="list-style-type: none"> • Use evidence from literary texts to support analysis of text structure. (See CCSS W.6.9) 	SE/TE: Comprehension Check, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458
RL6 CCR Anchor Standard	
Assess how point of view or purpose shapes the content and style of a text.	
RL6 Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TE: from <i>Brown Girl Dreaming</i> , 21; <i>The Phantom Tollbooth</i> , Act I, 309; Other Resources: Common Core Companion, 61–62; myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View, 1–2
<ul style="list-style-type: none"> • Apply knowledge of the different types of point of view to a text. 	SE/TE: Analyze Craft and Structure: Memoir and Poetry, 21; Writing to Sources, 126; Dramatic Structures, 309; Establish Point of View, 354; Analyze First-Person Narrative, 412; Other Resources: Common Core Companion, 62–67 TE only: Analyze First-Person Narrative, 101; Elements of Historical Fiction, 123; Point of View, 367
<ul style="list-style-type: none"> • Demonstrate knowledge of person in personal pronouns. (See CCSS L.6.1c) 	SE/TE: Conventions: Revising for Correct Pronoun Case, 131; Pronouns, 48
<ul style="list-style-type: none"> • Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns. 	SE/TE: Analyze Craft and Structure: Memoir and Poetry, 21; Writing to Sources, 126; Dramatic Structures, 309; Establish Point of View, 354; Analyze First-Person Narrative, 412; Other Resources: Common Core Companion, 62–67 TE only: Analyze First-Person Narrative, 101; Elements of Historical Fiction, 123; Point of View, 367
<ul style="list-style-type: none"> • Use dialogue to develop characters. (See CCSS W.6.1b) 	SE/TE: Performance Task: Revising: Dialogue, 36; Prewriting/Planning: Dialogue, 353

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<ul style="list-style-type: none"> • Use vocabulary knowledge when considering words and phrases important to comprehension. (See CCSS L.6.6) 	<p>SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384; Other Resources: Common Core Companion, 41–53</p>
Cluster: Integration of Knowledge and Ideas	
RL7 CCR Anchor Standard	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
RL7 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 or what they perceive when they listen or watch.	<p>SE/TE: <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; 350–351; “Jabberwocky,” 374; Other Resources: Common Core Companion, 68–69</p> <p><u>Additional Resources</u> <i>SE/TE: from Alice’s Adventures in Wonderland</i>, 371</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. 	<p>SE/TE: Comparing Text to Media, 346–349; Writing to Compare, 350–351; Other Resources: Common Core Companion, 68–69</p>
<ul style="list-style-type: none"> • Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. 	<p>SE/TE: <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; Writing to Compare, 350–351; “Jabberwocky,” (Media Connection), 374; Research, 371; Other Resources: Common Core Companion, 68–69</p>
<ul style="list-style-type: none"> • Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. 	<p>SE/TE: <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; Writing to Compare, 350–351; “Jabberwocky,” (Media Connection), 374; Research, 371; Other Resources: Common Core Companion, 68–69</p>
<ul style="list-style-type: none"> • Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text. 	<p>SE/TE: <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; Writing to Compare, 350–351; “Jabberwocky,” (Media Connection), 374; Research, 371; Other Resources: Common Core Companion, 68–69</p>

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<ul style="list-style-type: none"> • Support ideas with relevant evidence. (See CCSS W.6.1b) 	SE/TE: Writing to Compare, 350–351; Research, 371; Other Resources: Common Core Companion, 68–69
<ul style="list-style-type: none"> • Use evidence from literary texts to support reflection. (See CCSS W.6) 	SE/TE: <i>The Phantom Tollbooth</i> , / <i>The Phantom Tollbooth</i> (media), 346–347; Writing to Compare, 350–351; Research, 371; Other Resources: Common Core Companion, 68–69
<ul style="list-style-type: none"> • Use details presented in diverse media and formats. (See CCSS SL.6.2) 	SE/TE: Writing to Compare, 350–351; Research, 371; Other Resources: Common Core Companion, 68–69
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338
<ul style="list-style-type: none"> • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6) 	SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384; Other Resources: Common Core Companion, 41–53
RL8 CCR Anchor Standard	
RL8 (Not applicable to literature)	Not applicable according to the Maryland College and Career Ready Curriculum Framework English Language Arts.
Essential Skills and Knowledge	
N/A	
RL9 CCR Anchor Standard	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL9 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.	SE/TE: from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 76–77; "The Fun They Had," 238 (TE); from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474–475; Other Resources: Common Core Companion, 75–76

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader to a given literary text. 	SE/TE: Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459; Analyze Craft and Structure (Practice), 47, 57, 113, 123, 201, 211, 219, 385
<ul style="list-style-type: none"> • Compare texts addressing comparable topics, ideas, or themes but written in different genres. 	SE/TE: Writing to Compare, 76–77, 474–475; Other Resources: Common Core Companion, 75–76
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1) 	SE/TE: Cite Textual Evidence 20, 21, 73, 74, 141, 147, 168, 244, 308, 309, 340, 341, 368, 376; Comprehension Check, 45, 55, 111, 121, 159, 199, 209, 217, 383, 458; Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459
<ul style="list-style-type: none"> • Use evidence from literary texts to support analysis. (See CCSS 6 W9) 	SE/TE: Writing to Compare, 76–77, 474–475; Other Resources: Common Core Companion, 75–76 TE only: Connect, 238
<ul style="list-style-type: none"> • Present findings using pertinent details. (See CCSS SL.6. 4) 	SE/TE: Writing to Compare, 76–77, 474–475; Other Resources: Common Core Companion, 75–76 TE only: Connect, 238
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338
<ul style="list-style-type: none"> • Use appropriate academic or domain-specific words when discussing or writing about literature. (See CCSS L.6.6) 	SE/TE: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384; Other Resources: Common Core Companion, 41–53

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Cluster: Range of Reading and Level of Text Complexity	
RL10 CCR Anchor Standard	
Read and comprehend complex literary and informational texts independently and proficiently.	
<p>RL10 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.</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i> SE/TE: "Hachiko," 119; "A Blessing," 139; <i>The Phantom Tollbooth</i>, Act I, 283; from <i>Tales From the Odyssey</i>, 453; <i>Lewis & Clark</i>, 477</p> <p><u>Additional Resources</u> <i>SE/TE: First-Read Guides</i>, 82, 176, 264, 392, 488; <i>Close-Read Guides</i>, 83, 177, 265, 393, 489; from <i>Brown Girl Dreaming</i>, 13; "Gallery of 'Calvin and Hobbes' Comics," 27; "I Was a Skinny Tomboy Kid," 69; "Black Cowboy, Wild Horses," 163; "Feathered Friend," 195; "The Fun They Had," 239; from <i>Alice's Adventures in Wonderland</i>, 363; "Jabberwocky," 373; <i>Independent-Learning Selections (Digital Only):</i> from <i>Peter Pan</i>, "Oranges," "Raymond's Run," "Eleven," from <i>The Wind in the Willows</i>, "How the Camel Got His Hump," "All Watched Over By Machines of Loving Grace," "Sonnet, without Salmon," from <i>The Wonderful Wizard of Oz</i>, "Our Wreath of Rose Buds," "The Shah of Blah," "Prince Francis," from <i>Sacajawea</i>; <i>Other Resources: Common Core Companion</i>, 82–83</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. 	<p>SE/TE: First Read Fiction, 118, 162, 194, 238, 362, 452; First Read Poetry, 68, 138, 144, 372; First Read Drama, 282, 312; Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 218, 252, 384, 459; Analyze Craft and Structure (Practice), 47, 57, 113, 123, 201, 211, 219, 385; Other Resources: <i>Common Core Companion</i>, 82–83</p>

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<p>• Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.</p>	<p>SE/TE: First Read Fiction, 118, 162, 194, 238, 362, 452; First Read Poetry, 68, 138, 144, 372; First Read Drama, 282, 312</p> <p><i>Additional Resources</i> <i>from Brown Girl Dreaming, 13; "Gallery of 'Calvin and Hobbes' Comics," 27; "I Was a Skinny Tomboy Kid," 69; "Hachiko," 119; "A Blessing," 139; "Black Cowboy, Wild Horses," 163; "Feathered Friend," 195; "The Fun They Had," 239; The Phantom Tollbooth, Act I, 283; from Alice's Adventures in Wonderland, 363; "Jabberwocky," 373; from Tales From the Odyssey, 453; Lewis & Clark, 477</i> <i>Independent-Learning Selections (Digital Only):</i> <i>from Peter Pan, "Oranges," "Raymond's Run," "Eleven," from The Wind in the Willows, "How the Camel Got His Hump," "All Watched Over By Machines of Loving Grace," "Sonnet, without Salmon," from The Wonderful Wizard of Oz, "Our Wreath of Rose Buds," "The Shah of Blah," "Prince Francis," from Sacajawea; Other Resources: Common Core Companion, 82–83</i></p>
<p>• Set personal goals and conference regularly with adults to improve reading.</p>	<p>SE/TE: First-Read Guide: 82, 176, 264, 392, 478; Close-Read Guide: 83, 177, 265, 393, 479; First Read Fiction, 118, 162, 194, 238, 362, 452; First Read Poetry, 68, 138, 144, 372; First Read Drama, 282, 312; Other Resources: Common Core Companion, 82–83</p>

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Standards for Reading Informational Text (RI)	
Cluster: Key Ideas and Details	
RI1 CCR Anchor Standard	
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.	
RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: from <i>My Life With the Chimpanzees</i>, 113; "The Importance of Imagination," 385; from <i>A Long Way Home</i>, 425; "Mission Twinpossible," 449; Other Resources: Common Core Companion, 90–91, 97</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; from <i>Bad Boy</i>, 66; "Teens and Technology Share a Future," 211; "Is Our Gain Also Our Loss?," 253; "To the Top of Everest," 472</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. 	SE/TE: First-Read Guide: 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489; First Read Nonfiction, 60, 100, 152, 206, 214, 248, 380, 410, 444, 462
<ul style="list-style-type: none"> • Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. 	SE/TE: Comprehension Check, 45, 55, 64, 111, 159, 209, 217, 226, 251, 383, 423, 447; Analyzing the Text, 20, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471
<ul style="list-style-type: none"> • Demonstrate comprehension of a text with after reading strategies by <ul style="list-style-type: none"> ◦ explaining the central ideas 	SE/TE: Determine a Central Idea, 66; Writing to Sources: Objective Summary, 227; Analyze Author's Influence, 385; Determine the Central Idea: Make Inferences, 449; Comprehension Check, 217, 251

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◦ identifying what is directly stated in the text	SE/TE: Cite Textual Evidence, 46, 56, 65, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448, 472
◦ drawing inferences	SE/TE: Draw Conclusions & Make Inferences, 20, 30, 112, 200, 432 TE only: Conclude, 27, 28, 51, 101, 106, 153, 154, 157, 195, 215, 225, 249, 257
◦ drawing conclusions	SE/TE: Draw Conclusions & Make Inferences, 20, 30, 112, 200, 432; Conclude, 417, 420, 421 TE only: Conclude, 27, 28, 51, 101, 106, 153, 154, 157, 195, 215, 225, 249, 257
◦ verifying or adjusting predictions	SE/TE: First Read Nonfiction, 60, 100, 152, 206, 214, 248, 380, 410, 444, 462
◦ making new predictions	SE/TE: First Read Nonfiction, 60, 100, 152, 206, 214, 248, 380, 410, 444, 462
◦ paraphrasing and summarizing	SE/TE: Writing to Sources (summary), 49, 227; Notebook, 55, 64, 111, 217, 251, 383, 423, 447; Analyze Craft and Structure: Central Idea, 66; Summary, 96, 190, 406
◦ making connections between the text and oneself	SE/TE: Analyzing the Text: Essential Question, 20, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471
• Determine and state evidence that confirms the meaning of an informational text.	SE/TE: Comprehension Check, 45, 55, 64, 111, 159, 209, 217, 226, 251, 383, 423, 447; Analyze Craft and Structure (Practice), 21, 47, 57, 66, 113, 123, 211, 219, 253, 385, 425, 449, 472
• Identify evidence to suggest logically what might be true about an author’s purpose, opinion, important ideas, etc.	SE/TE: Determine Author’s Purpose and Point of View, 211; Persuasive Techniques, 219; Author’s Influences, 385

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<ul style="list-style-type: none"> • Use relationships between words for understanding. (See CCSS L.6.5b) 	<p>SE/TE: Word Study: Synonyms and Antonyms, 56; Word Study, 368; Standard English, Invented Language, and Syntax, 378; ; Using a Specialized Vocabulary, 152, 157, 158; Other Resources: Common Core Companion, 349–350</p>
<ul style="list-style-type: none"> • Distinguish between connotations and denotations of words for understanding. (See CCSS L.6.5c) 	<p>SE/TE: Connotations and Denotations, 56, 149, 310; Other Resources: Common Core Companion, 351–352</p>
<ul style="list-style-type: none"> • Participate actively and appropriately in discussions about informational texts. (See CCSS SL.6.1 and SL.6.3) 	<p>SE/TE: Analyzing the Text, 20, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471; Comprehension Check, 45, 55, 64, 111, 159, 209, 217, 226, 251, 383, 423, 447</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	<p>SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338</p>
<ul style="list-style-type: none"> • Use appropriate academic or domain-specific words when discussing or writing about informational texts. (See CCSS L.6.6) 	<p>SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426; Technical Vocabulary, 444; Other Resources: Common Core Companion, 123–124</p>

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RI2 CCR Anchor Standard	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RI2 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.	<p>SE/TE: [Central Ideas and Their Development] from <i>Bad Boy</i>, 66; “The Importance of Imagination,” 385; from <i>A Long Way Home</i>, 425; “To the Top of Everest,” 472; [Summary] Unit Introductions, 8, 96, 190, 406; In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 19, 111, 251, 383, 470).</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 103–104, 110</i></p>
Essential Skills and Knowledge	
• Use significant pieces of information as clues to a main idea.	SE/TE: Central Idea, 66, 385, 472; Other Resources: Common Core Companion, 103–104, 110
• Synthesize main ideas to determine a central idea.	SE/TE: Central Idea, 66, 385, 472; Determine the Central Idea: Make Inferences, 449; Other Resources: Common Core Companion, 103–104, 110
• Distinguish between subjective and objective summaries.	SE/TE: Writing to Sources (summary), 49, 227; Notebook, 55, 64, 111, 217, 251, 383, 423, 447; Analyze Craft and Structure: Central Idea, 66; Summary, 96, 190, 406; Unit Introductions, 8, 96, 190, 406; Comprehension Check features that follow most informational text selections (e.g., 19, 111, 470)
• Paraphrase significant information from an informational text.	SE/TE: Research, 31; Small-Group Learning, 38, 134, 234, 358, 440; Paraphrase, 210; Paraphrase Descriptions, 429; Quote Accurately, R27 TE only: Close Read, 44, 53, 62

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<ul style="list-style-type: none"> Review key ideas expressed through paraphrasing. (See CCSS SL.6.1d) 	<p>SE/TE: Research, 31; Small-Group Learning, 38, 134, 234, 358, 440; Paraphrase, 210; Paraphrase Descriptions, 429; Quote Accurately, R27</p> <p>TE only: Close Read, 44, 53, 62</p>
<ul style="list-style-type: none"> State or compose a summary that includes a central idea and significant supporting information from across the text. 	<p>SE/TE: Writing to Sources (summary), 49, 227; Notebook, 55, 64, 111, 217, 251, 383, 423, 447; Analyze Craft and Structure: Central Idea, 66; Summary, 96, 190, 406</p>
<ul style="list-style-type: none"> Use a variety of transition words to convey relationships between and among ideas. (See CCSS W.6.2c) 	<p>SE/TE: Review and Revise, 77; Writing to Sources: Explanatory Essay, 116; Drafting, 130; Organize Your Ideas, 173; Write You Essay, 387; Organize Your Information, 451; Other Resources: Common Core Companion, 189</p>
<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	<p>SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338</p>
<ul style="list-style-type: none"> Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS L.6.6) 	<p>SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426; Technical Vocabulary, 444; Other Resources: Common Core Companion, 123–124</p>
RI3 CCR Anchor Standard	
Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
<p>RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; “Is Our Gain Also Our Loss?,” 253; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449; “To the Top of Everest,” 472</p> <p><u>Additional Resources</u> SE/TE: “Declaration of the Rights of the Child,” 46; Other Resources: Common Core Companion, 116–117</p>

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> Identify important persons, events or ideas in an informational text. 	SE/TE: Comprehension Check, 45, 55, 64, 111, 159, 209, 217, 226, 251, 383, 423, 447; Analyzing the Text, 20, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471
<ul style="list-style-type: none"> Determine the variety of ways that a person, event, or idea may be described or explained to a reader. 	SE/TE: Analyzing the Text, 20, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471; Other Resources: Common Core Companion, 116–117
<ul style="list-style-type: none"> Examine the specific ways an important person, event, or idea in the text is presented to a reader. 	SE/TE: Analyzing the Text, 20, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471; Other Resources: Common Core Companion, 116–117
<ul style="list-style-type: none"> Identify the effect the presentation of an important person, event, or idea in the text has upon a reader. 	SE/TE: Analyze Craft and Structure: Development of Ideas: Structure, 47; Determine a Central Idea, 66; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449; Comprehension Check, 217, 251; Other Resources: Common Core Companion, 116–117
<ul style="list-style-type: none"> Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect. (See CCSS W.6.2a) 	SE/TE: Analyze Craft and Structure: Development of Ideas: Structure, 47; Author’s Influences, 385; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449
<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	SE/TE: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473; Other Resources: Common Core Companion, 321–338
<ul style="list-style-type: none"> Use accurately grade-appropriate academic and domain- specific words and phrases to show comprehension. (See CCSS L.6.6) 	SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426; Technical Vocabulary, 444; Other Resources: Common Core Companion, 123–124

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Cluster: Craft and Structure	
RI4 CCR Anchor Standard	
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.	
RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SE/TE: from <i>Brown Girl Dreaming</i> , 22; from <i>Bad Boy / "I Was a Skinny Tomboy Kid,"</i> 76; from <i>A Long Way Home</i> , 427; "Mission Twinpossible," 444; Other Resources: Common Core Companion, 123–124
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Use evidence from an informational text to determine the meaning of a word or phrase. (See CCSS W.6.9) 	SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426; Technical Vocabulary, 444; Word Choice and Mood, 427; Writing to Compare, 76
<ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. (See CCSS L.6.4a) 	SE/TE: Context Clue (informational), 50, 60, 65, 138, 144; Technical Vocabulary, 444
<ul style="list-style-type: none"> • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS L.6.4b) 	SE/TE: Prefix, 46, 244, 310; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448, 459, 471; Suffix, 68, 73, 114, 147, 252, 342, 376
<ul style="list-style-type: none"> • Determine the meaning of figures of speech in context. (See CCSS L.6.5a) 	SE/TE: Word Choice and Mood, 427; also see: Technical Vocabulary, 206, 212, 444, 448
<ul style="list-style-type: none"> • Determine the suggested meaning of connotations of words that address the same technical meaning. (See CCSS L.6.5c) 	SE/TE: Technical Vocabulary, 206, 212, 444, 448 TE only: Domain Specific Words, 415
<ul style="list-style-type: none"> • Verify an inferred meaning of a word or phrase in reference materials. (See CCSS L.6.4c) 	SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426

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Cluster: Craft and Structure	
RI5 CCR Anchor Standard	
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.	
RI5 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.	SE/TE: "Declaration of the Rights of the Child," 47; "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; from <i>Bad Boy</i> , 66; from <i>A Long Way Home</i> , 425; "Mission Twinpossible," 449 <u>Additional Resources</u> <i>Other Resources: Common Core Companion, 130–131</i>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Determine the general organizational pattern of a grade- appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc. 	SE/TE: Development of Ideas: Structure, 47; Biographical Writing, 57; Development of Ideas: Reflective Writing, 253; Autobiographical Writing, 425; Determine the Central Idea: Make Inferences, 449; Other Resources: Common Core Companion, 130–131
<ul style="list-style-type: none"> Identify the author’s purpose for a grade-appropriate informational text. (See CCSS RI.6.6) 	SE/TE: Point of View, 21; Analyze Author’s Purpose and Point of View, 113, 211, 219; Author’s Purpose, 66; Writing to Compare, 222–223
<ul style="list-style-type: none"> Examine how parts of the text support the identified purpose of the text. 	SE/TE: "Declaration of the Rights of the Child," 47; "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; from <i>Bad Boy</i> , 66; from <i>A Long Way Home</i> , 425; "Mission Twinpossible," 449 <u>Additional Resources</u> <i>Other Resources: Common Core Companion, 130–131</i>

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<ul style="list-style-type: none"> • Use evidence from informational texts to support analysis of text structure. (See CCSS W.6.9) 	SE/TE: Development of Ideas: Structure, 47; Biographical Writing, 57; Development of Ideas: Reflective Writing, 253; Autobiographical Writing, 425; Determine the Central Idea: Make Inferences, 449; Other Resources: Common Core Companion, 130–131
<ul style="list-style-type: none"> • Use grade-appropriate academic and domain-specific words when explaining the role of portions of the text. (See CCSS L.6.6) 	SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426; Technical Vocabulary, 444; Other Resources: Common Core Companion, 123–124
Cluster: Craft and Structure	
RI6 CCR Anchor Standard	
Assess how point of view or purpose shapes the content and style of a text.	
RI6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	SE/TE: from <i>Bad Boy</i> , 66; from <i>My Life With the Chimpanzees</i> , 113; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 385 <u>Additional Resources</u> <i>Other Resources: Common Core Companion, 137–138</i>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Determine the difference between author’s point of view and author’s purpose. 	SE/TE: Author’s Purpose, 66; Analyze Author’s Purpose and Point of View, 113, 211, 219; Author’s Craft and Structure, 253, 385; Other Resources: Common Core Companion, 137–138
<ul style="list-style-type: none"> • Determine author’s point of view through attention to word choice, punctuation, and emphasis on ideas. 	SE/TE: Analyze Author’s Purpose and Point of View, 113, 211, 219; Author’s Craft and Structure, 253, 385; Other Resources: Common Core Companion, 137–138
<ul style="list-style-type: none"> • Determine author’s purpose through attention to format, text features, and key ideas. 	SE/TE: Author’s Purpose, 66; Analyze Author’s Purpose and Point of View, 113, 211, 219; Other Resources: Common Core Companion, 137–138

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Cluster: Integration of Knowledge and Ideas	
RI7 CCR Anchor Standard	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
RI7 Integrate information presented in difference media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	SE/TE: "Monkey Master," 152-160; "The Internet of Things," 224-227; from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474-475; from <i>Lewis & Clark</i> , 483; Other Resources: Common Core Companion, 144-145
Essential Skills and Knowledge	
• Compare and contrast information received through different formats.	SE/TE: "Monkey Master," 152-160; "The Internet of Things," 224-227; from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474-475; from <i>Lewis & Clark</i> , 483; Analyze the Media, 30, 160, 258, 349, 432, 482; Other Resources: Common Core Companion, 144-145
• Organize information from different formats to develop a logical understanding of a topic or issue.	SE/TE: Analyze the Media, 30, 160, 258, 349, 432, 482; Other Resources: Common Core Companion, 144-145
• Support ideas with relevant evidence. (See CCSS W.6.1b)	SE/TE: Analyze the Media, 30, 160, 258, 349, 432, 482; Media: Art and Photography, 26, 152; Video, 224, 346, 430; Audio, 256; Other Resources: Common Core Companion, 144-145
• Use information presented in diverse media and formats. (See CCSS SL.6.2)	SE/TE: information Presented In Diverse Media and Formats, 152-160, 224-227, 474-475, 483; Analyze the Media, 30, 160, 258, 349, 432, 482; Other Resources: Common Core Companion, 144-145

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Cluster: Integration of Knowledge and Ideas	
R18 CCR Anchor Standard	
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.	
R18 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.	SE/TE: “Teens and Technology Share a Future,” 211; “The Black Hole of Technology,” 219; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Other Resources: Common Core Companion, 151–152
Essential Skills and Knowledge	
• Demonstrate knowledge of the organizational pattern of an argument.	SE/TE: Author’s Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223; What on Earth Is Left to Explore?, 404–407; Other Resources: Common Core Companion, 151–152
• Identify claims in the text.	SE/TE: Author’s Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223; Other Resources: Common Core Companion, 151–152
• Identify supported claims versus unsupported claims in the text.	SE/TE: Author’s Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223; Other Resources: Common Core Companion, 151–152
• Assess the value of the argument based upon supported claims.	SE/TE: Author’s Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223; What on Earth Is Left to Explore?, 404–407; Other Resources: Common Core Companion, 151–152
• Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support. (See CCSS W.6.1c)	SE/TE: Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426; Technical Vocabulary, 444; Other Resources: Common Core Companion, 123–124

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<ul style="list-style-type: none"> • Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not. (See CCSS S/L.6) 	<p>SE/TE: “Teens and Technology Share a Future,” 211; “The Black Hole of Technology,” 219; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Other Resources: Common Core Companion, 151–152</p>
Cluster: Integration of Knowledge and Ideas	
RI9 CCR Anchor Standard	
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>RI9 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).</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Other Resources: Common Core Companion, 158–159</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Demonstrate knowledge of primary and secondary sources. 	<p>SE/TE: Consulting Print and Digital Sources, R25; also see: 54, 76–77, 222–223; Other Resources: Common Core Companion, 158–159</p>
<ul style="list-style-type: none"> • Explain the likenesses and differences between the main ideas or information from one author versus another. 	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Other Resources: Common Core Companion, 158–159</p>
<ul style="list-style-type: none"> • Support ideas with relevant evidence. (See CCSS W.6.1b) 	<p>SE/TE: Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261; Writing to Sources; Argument, 204, 428</p>

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<p>• Present findings using pertinent evidence (See CCSS SL.6.4)</p>	<p>SE/TE: Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Other Resources: Common Core Companion, 158–159</p>

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Cluster: Range of Reading and Level of Text Complexity	
RI10 CCR Anchor Standard	
Read and comprehend complex literary and informational texts independently and proficiently.	
<p>RI10 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.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: from <i>Brown Girl Dreaming</i>, 13; "Declaration of the Rights of the Child," 43; "The Black Hole of Technology," 215; "Is Our Gain Also Our Loss?," 249; "To the Top of Everest," 463</p> <p><u>Additional Resources</u> <i>SE/TE: First-Read Guides</i>, 82, 176, 264, 392, 488; <i>Close-Read Guides</i>, 83, 177, 265, 393, 489; "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; from <i>Bad Boy</i>, 61; from <i>My Life With the Chimpanzees</i>, 101; "Monkey Master," 153; "Teens and Technology Share a Future," 207; "The Internet of Things," 225; "Bored...and Brilliant? A Challenge to Disconnect From Your Phone," 257; "The Importance of Imagination," 381; from <i>A Long Way Home</i>, 411; "BBC Science Club: All About Exploration," 431; "Mission Twinpossible," 445; from <i>Lewis & Clark</i>, 477; <i>Independent-Learning Selections (Digital Only)</i>: "The Boy Nobody Knew," "The Girl Who Gets Gifts From Birds," "Pet Therapy: How Animals and Humans Heal Each Other," "7-Year-Old Girl Gets New Hand From 3-D Printer," "Screen Time Can Mess With the Body's 'Clock,'" "Teen Researchers Defend Media Multitasking," "Mars Can Wait. Oceans Can't.," from <i>Shipwreck at the Bottom of the World</i>, "The Legacy of Arctic Explorer Matthew Henson," "Should NASA Pay Companies to Fly Astronauts to the International Space Station?" / "Should Polar Tourism Be Allowed?"; <i>Other Resources: Common Core Companion</i>, 165–166</p>

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<p>Essential Skills and Knowledge</p>	
<ul style="list-style-type: none"> Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. 	<p>SE/TE: Read Nonfiction, 60, 100, 152, 206, 214, 248, 380, 410, 444, 462; Literary Nonfiction, 13, 43, 51, 61, 101, 153, 297, 215, 225, 257, 381, 411, 431, 445, 469, 463, 477; Analyzing the Text, 46, 56, 65, 112, 122, 160, 210, 218, 252, 258, 384, 424, 471; Analyze Craft and Structure (Practice), 47, 57, 66, 113, 123, 211, 219, 253, 385, 425, 449, 472; Other Resources: Common Core Companion, 165–166</p>
<ul style="list-style-type: none"> Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary. 	<p>SE/TE: Read Nonfiction, 60, 100, 152, 206, 214, 248, 380, 410, 444, 462; Literary Nonfiction, 13, 43, 215, 469, 463</p> <p><u>Additional Resources</u> <i>SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; from Bad Boy, 61; from My Life With the Chimpanzees, 101; "Monkey Master," 153; "Teens and Technology Share a Future," 207; "The Internet of Things," 225; "Bored...and Brilliant? A Challenge to Disconnect From Your Phone," 257; "The Importance of Imagination," 381; from A Long Way Home, 411; "BBC Science Club: All About Exploration," 431; "Mission Twinpossible," 445; from Lewis & Clark, 477; Independent-Learning Selections (Digital Only): "The Boy Nobody Knew," "The Girl Who Gets Gifts From Birds," "Pet Therapy: How Animals and Humans Heal Each Other," "7-Year-Old Girl Gets New Hand From 3-D Printer," "Screen Time Can Mess With the Body's 'Clock,'" "Teen Researchers Defend Media Multitasking," "Mars Can Wait. Oceans Can't.," from Shipwreck at the Bottom of the World, "The Legacy of Arctic Explorer Matthew Henson," "Should NASA Pay Companies to Fly Astronauts to the International Space Station?" / "Should Polar Tourism Be Allowed?"; Other Resources: Common Core Companion, 165–166</i></p>

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<ul style="list-style-type: none"> • Set personal goals and conference regularly with adults to improve reading. 	SE/TE: First-Read Guide: 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489; First Read Nonfiction, 60, 100, 152, 206, 214, 248, 380, 410, 444, 462; Other Resources: Common Core Companion, 165–166
Standards for Writing (W)	
Cluster: Text Types and Purposes	
W1 CCR Anchor Standard	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W1 Write arguments to support claims with clear reasons and relevant evidence.	SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485 <u>Additional Resources</u> <i>SE/TE: “Feathered Friend,” 204; from A Long Way Home, 428; Other Resources:</i> Common Core Companion, 173–183
W1.a Introduce claim(s) and organize the reasons and evidence clearly.	SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261 <u>Additional Resources</u> <i>SE/TE: “Feathered Friend,” 204; from A Long Way Home, 428; Other Resources:</i> Common Core Companion, 177–178
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Adapt the prewriting stage of the writing process to an argument, including developing one or more claims, and effectively ordering reasons that support the claim (See CCSS W.6.5) 	SE/TE: Prewriting / Planning, 229, 435; Review Evidence for an Argument, 267, 491; Planning and Prewriting, 474; Other Resources: Common Core Companion, 174

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◦ Gather information to support claims.	SE/TE: Gather Evidence From Sources, 229; Identify and Support Claim, 232; Gather Evidence and Media Examples, 260; Evidence Log, 267, 491; Collect Evidence, 435; Check Your Evidence, 438; Other Resources: Common Core Companion, 175
• Compose a draft of an introduction that presents a claim or claims clearly. (See CCSS W.6.4 & .6)	SE/TE: Drafting, 230, 436, 475; Writing to Sources, 268; Create a Draft, 485; Other Resources: Common Core Companion, 176
W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261; Other Resources: Interactive Writing Lessons: Argumentative Writing—Middle School
Essential Skills and Knowledge	
• Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS W.6.7)	SE/TE: Gather Evidence From Sources, 229; Identify and Support Claim, 232; Gather Evidence and Media Examples, 260; Evidence Log, 267, 491; Collect Evidence, 435; Check Your Evidence, 438; Other Resources: Common Core Companion, 175
• Locate and evaluate sources for reliability to select evidence. (See CCSS W.6.8)	SE/TE: Evaluating Your Draft: Evidence and Elaboration, 232; Collect Evidence, 435; Check Your Evidence, 438; Other Resources: Common Core Companion, 175
• Compose a draft of the body with attention to	
◦ effective organization of support for a claim or claims	SE/TE: Plan Your Argument, 229; Argument Outline, 230; Transitions, 231, 475; Clarify Relationships, 232; Connect Across Texts, 435; Organize Ideas, 436; Show Connections, 438
◦ subject-verb and pronoun-antecedent agreement* (See CCSS L.6.2e)	SE/TE: Pronoun-Antecedent Agreement, 386, R57; Subject-Verb Agreement, R57; Other Resources: Common Core Companion, 325, 326

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◦ formation of complete sentences* (See CCSS L.6.1f)	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
◦ varying sentence patterns (See CCSS L.6.3a)	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
◦ pronouns written in the proper case (See CCSS L.6.1a)	SE/TE: Conventions: Pronoun case, 48; Revising for Correct Pronoun Case, 131; Other Resources: Common Core Companion, 321, 322
◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.6.1c)	SE/TE: Conventions: Pronoun case, 48; Revising for Correct Pronoun Case, 131; Other Resources: Common Core Companion, 321, 322
◦ frequently-confused words.* (See CCSS L.6.1g)	SE/TE: Commonly Confused Words, R59–R60
◦ spelling correctly (See CCSS L.6.2b)	SE/TE: Conventions: Spelling and Conventions, 125; Spelling Rules, R62–R63
W1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE/TE: Whole-Class Performance Tasks, 231–232, 438; Other Resources: Common Core Companion: 178
Essential Skills and Knowledge	
• Combine ideas with the appropriate word or words that explain the connections between claims and reasons. (See CCSS L.6.5b)	SE/TE: Language Development: Transitions, 231; Clarify Relationships, 232; Edit for Conventions, 233; Show Connections, 438; Use Transitions, 475
• Apply academic vocabulary to express relationships precisely. (See CCSS L.6.6)	SE/TE: Vocabulary and Conventions Connection, 204; Academic Vocabulary, 228, 434; Vocabulary Connection, 428
W1.d Establish and maintain a formal style.	SE/TE: Whole-Class Performance Tasks, 232, 437; Other Resources: Common Core Companion: 178

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> Identify those elements that distinguish formal from informal style. 	SE/TE: Use Formal Style, 232; also see: Language Development: Style, 231; Word Choice for Style and Tone, 437
<ul style="list-style-type: none"> Maintain consistency in style and tone.* (CCSS L.6.3b) 	SE/TE: Language Development: Style, 231; Word Choice for Style and Tone, 437; Other Resources: Common Core Companion, 178
W1.e Provide a concluding statement or section that follows from the argument presented.	SE/TE: from <i>A Long Way Home</i> , 428; Whole-Class Performance Tasks, 230, 436; Other Resources: Common Core Companion: 179
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Compose a draft of a conclusion that integrates key components of the argument. (See CCSS W.6.4) 	SE/TE: Argument Outline, 230; Organize Ideas, 436; Other Resources: Common Core Companion, 179
<ul style="list-style-type: none"> Apply the revision and editing stages of the writing process to the writing piece. (See CCSS W.6.5) 	SE/TE: Revising, 232, 438; Editing and Proofreading, 233, 439; Other Resources: Common Core Companion, 180, 181, 182
◦ Revise for	
<ul style="list-style-type: none"> various sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.6.3a) 	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
<ul style="list-style-type: none"> choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a) 	SE/TE: Vocabulary and Conventions Connection, 204; Language Development: Style, 231; Word Choice for Style and Tone, 437; Use Formal Style, 232; Vocabulary Connection, 428; Other Resources: Common Core Companion, 178
◦ Edit for	
<ul style="list-style-type: none"> correction of vague pronouns* (See CCSS L.6.1d) 	SE/TE: Revising for Correct Pronoun Case, 131; Other Resources: Common Core Companion, 321, 322

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♦ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a)	SE/TE: Conventions: Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221
♦ correction of inappropriate shifts in verb tense (See CCSS L.5.1d)	SE/TE: Conventions: Perfect Tenses of Verbs, 170; Correcting Errors with Verbs, 437; Subject-Verb Agreement, R57
♦ frequently-confused words.* (See CCSS L.4.1g)	SE/TE: Commonly Confused Words, R59–R60
♦ correction of spelling (CCSS L.6.2b)	SE/TE: Conventions: Spelling and Conventions, 125; Spelling Rules, R62–R63
• Prepare the final product for presentation and/or publication (See CCSS W.6)	SE/TE: Publishing and Presenting, 233, 439; Deliver a Multimedia Presentation, 260–261; Other Resources: Common Core Companion, 183
Cluster: Text Types and Purposes	
W2 CCR Anchor Standard	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE/TE: “A Blessing” / “Predators,” 150–151; from <i>Alice’s Adventures in Wonderland</i> , 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; Whole-Class Performance Tasks, 128–130, 132 <i>Additional Resources</i> <i>SE/TE:</i> Declaration of the Rights of the Child,” 49; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; from <i>My Life With the Chimpanzees</i> , 116; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475; <i>Other Resources:</i> Common Core Companion, 184–195

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<p>W2.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.</p>	<p>SE/TE: from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 77; from <i>My Life With the Chimpanzees</i>, 116; "A Blessing" / "Predators," 150–151; "The Importance of Imagination," 387; Whole-Class Performance Task, 130</p> <p><i>Additional Resources</i> SE/TE: <i>The Phantom Tollbooth</i> / <i>The Phantom Tollbooth (media)</i>, 351; from <i>Alice's Adventures in Wonderland</i>, 371</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Adapt planning and prewriting to address the demands of an informative text, including 	<p>SE/TE: Prewriting / Planning, 129; Planning and Prewriting, 150; Plan the Project, 259; Other Resources: Common Core Companion, 185, 186</p>
<ul style="list-style-type: none"> ◦ refining the focus of a topic 	<p>SE/TE: Assignment, 128; Write a Working Thesis, 129; Organize Your Essay, 130; Determine Your Central Idea, 151</p>
<ul style="list-style-type: none"> ◦ gathering information on a specific topic 	<p>SE/TE: Finding Examples, 49; Gather Evidence From Sources, 129; Research: Brochure, 259; Research Report, 371; How-to Guide, 451</p>
<ul style="list-style-type: none"> ◦ examining information to determine the ideas and concepts 	<p>SE/TE: Finding Examples, 49; Connect Across Texts, 129; Analyze the Texts, 150; Research: Brochure, 259; Research Report, 371; How-to Guide, 451</p>
<ul style="list-style-type: none"> ◦ effectively organizing of information within an established structure (See CCSS W.6.5) 	<p>SE/TE: Organize Your Essay, 130; Use Transitions, 132; Choose a Structure, 151, 351; Organize Your Information, 451; Other Resources: Common Core Companion, 187, 188</p>
<ul style="list-style-type: none"> ◦ including appropriate text features to aid understanding 	<p>SE/TE: Direct quotations, 129; Informative Booklet, 133; Multimedia Slide Show, 259; Write Your Source, 371</p>

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<ul style="list-style-type: none"> • Compose a draft of an introduction that presents a thesis clearly. (See CCSS W.6.4, W.6.6) 	<p>SE/TE: Drafting, 130, 351; Write Your Essay, 387; Other Resources: Common Core Companion, 187, 188</p>
<p>W2.b Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.</p>	<p>SE/TE: “The Importance of Imagination,” 387; “All About Exploration,” 433; “Mission Twinpossible,” 451; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474; Whole-Class Performance Task, 129</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “Declaration of the Rights of the Child,” 49; <i>Other Resources:</i> Common Core Companion, 184–195</p>
<p>Essential Skills and Knowledge</p>	
<ul style="list-style-type: none"> • Gather information about a topic from a variety of reliable print and digital sources (See CCSS RI.6.7,W.7.8) 	<p>SE/TE: Finding Examples, 49; Gather Evidence From Sources, 129; Research: Brochure, 259; Research Report, 371; How-to Guide, 451</p>
<ul style="list-style-type: none"> • Determine the most appropriate information gathered from a variety of reliable sources. 	<p>SE/TE: Example / Support Chart, 49; Gather Evidence From Sources, 129; Revising for Evidence and Elaboration, 132; Analyze the Texts, 150; Internet Research, 259; Conduct Research, 371; Gather Text Evidence, 451</p>
<ul style="list-style-type: none"> • Compose a draft of the body with attention to <ul style="list-style-type: none"> ◦ effective organization of information. (See CCSS W.6.5) 	<p>SE/TE: Organize Your Essay, 130; Use Transitions, 132; Choose a Structure, 151, 351; Organize Your Information, 451; Other Resources: Common Core Companion, 187, 188</p>
<ul style="list-style-type: none"> ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.6.1c) 	<p>SE/TE: Conventions: Pronoun case, 48; Revising for Correct Pronoun Case, 131; Other Resources: Common Core Companion, 321, 322</p>
<ul style="list-style-type: none"> ◦ subject-verb and pronoun antecedent agreement* (See CCSS L.3.1f) 	<p>SE/TE: Pronoun-Antecedent Agreement, 386, R57; Subject-Verb Agreement, R57; Other Resources: Common Core Companion, 325, 326</p>

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◦ formation of complete sentences* (See CCSS L.4.1f)	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
◦ frequently-confused words* (See CCSS L.4.1g)	SE/TE: Commonly Confused Words, R59–R60
◦ recognition of variations from standard English and use of strategies to improve expression in conventional language.* (See CCSS L.6.1e)	SE/TE: Vocabulary and Conventions Connection, 116; Language Development: Conventions, 131; Editing and Proofreading, 133
W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: from <i>Bad Boy / "I Was a Skinny Tomboy Kid,"</i> 77; from <i>My Life With the Chimpanzees,</i> 116; "The Importance of Imagination," 387; from <i>Tales From the Odyssey / "To the Top of Everest,"</i> 475; Whole-Class Performance Task, 132
Essential Skills and Knowledge	
• Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS L.6.5b)	SE/TE: Word Relationships, 368, 427
• Use accurately grade-appropriate general academic and domain-specific words (See CCSS L.6.6)	SE/TE: Vocabulary and Conventions Connection, 116; Academic Vocabulary, 128, 180; Other Resources: Common Core Companion, 353, 354
• Use words or phrases important to comprehension (See CCSS L.6.6)	SE/TE: Vocabulary and Conventions Connection, 116; Language Development: Conventions, 131; Editing and Proofreading, 133
W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 6)	SE/TE: from <i>My Life With the Chimpanzees,</i> 116; "The Importance of Imagination," 387; Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> 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 (CCSS L.6.6) 	SE/TE: Vocabulary and Conventions Connection, 116; Academic Vocabulary, 128, 180; Other Resources: Common Core Companion, 353, 354
<ul style="list-style-type: none"> Consult reference materials to clarify and/or verify the precise meaning of a word or phrase. (See CCSS L.6.4c, & 4d) 	SE/TE: Vocabulary and Conventions Connection, 204; Editing and Proofreading, 439; Technical Vocabulary, 448
W2.e Establish and maintain a formal style.	SE/TE: Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Distinguish those elements that create formal from informal style. 	SE/TE: Use a Formal Style, 132; Other Resources: Common Core Companion, 189
<ul style="list-style-type: none"> Use specific words or phrases that support a consistent formal style. 	SE/TE: Vocabulary and Conventions Connection, 116; Language Development: Conventions, 131; Use a Formal Style, 132; Editing and Proofreading, 133; Other Resources: Common Core Companion, 189
<ul style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS L.6.3a) 	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
<ul style="list-style-type: none"> Maintain consistency in style and tone.* (CCSS L.6.3b) 	SE/TE: Vocabulary and Conventions Connection, 116; Language Development: Conventions, 131; Editing and Proofreading, 133
W2.f Provide a concluding statement or section that follows from the information or explanation presented.	SE/TE: Whole-Class Performance Task, 130; Other Resources: Common Core Companion, 190; Interactive Writing Lessons: Informative/ Explanatory Writing—Middle School: Learn More: Conclusion

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Compose a draft of a conclusion that integrates key components of the explanation of a topic. (See CCSS W.6.4) 	SE/TE: Organize Your Essay, 130; Focus and Organization, 132; Peer Review, 133
<ul style="list-style-type: none"> • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS W.6.5) 	SE/TE: Revising for Correct Pronoun Case, 131; Revising, 132; Editing and Proofreading, 133; Reviewing and Revising, 151
◦ Revise for	
<ul style="list-style-type: none"> ◆ varied sentence patterns to maintain clarity and reader interest* (See CCSS L.6.1e) 	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
◦ Edit for	
<ul style="list-style-type: none"> ◆ correction of vague pronouns* (See CCSS L.6.1d) 	SE/TE: Revising for Correct Pronoun Case, 131; Other Resources: Common Core Companion, 321, 322
<ul style="list-style-type: none"> ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) 	SE/TE: Conventions: Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221; Other Resources: Common Core Companion, 331, 332
<ul style="list-style-type: none"> ◆ formation of complete sentences* (See CCSS L.4.1f) 	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
<ul style="list-style-type: none"> ◆ correct spelling (See CCSS L.6.2b) 	SE/TE: Conventions: Spelling and Conventions, 125; Spelling Rules, R62–R63; Other Resources: Common Core Companion, 333, 334
<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication (See CCSS W.6.6) 	SE/TE: Present, 49; Publishing and Presenting, 133; Present and Discuss, 259; Other Resources: Common Core Companion, 195

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Cluster: Text Types and Purposes	
W3 CCR Anchor Standard	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356 <i>Additional Resources</i> <i>SE/TE: Small-Group Performance Task, 388–389;</i> <i>Other Resources: Common Core Companion, 196–206</i>
W3.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.	SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356
Essential Skills and Knowledge	
• Adapt the prewriting stage of the writing process to a narrative piece, e.g.,	SE/TE: Prewriting / Planning, 33, 353; Other Resources: Common Core Companion, 197
◦ focus on an experience or event,	SE/TE: Focus Your Topic, 33; Create a Story Map, 353; Other Resources: Common Core Companion, 201
◦ begin development of a character or characters and	SE/TE: Gather Details About People and Events, 33; Characters, 353; Create a Story Map, 353; Other Resources: Common Core Companion, 198
◦ conflict, and outline a plot. (See CCSS W.6.5)	SE/TE: Identify the Conflict, 33; Create a Story Map, 353; Other Resources: Common Core Companion, 200, 201
• Compose a draft of an introduction that	SE/TE: Drafting, 34, 354; Other Resources: Common Core Companion, 199

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◦ reveals the character or characters and the conflict	SE/TE: Gather Details About People and Events, 33; Add Narrative Techniques, 36; Create a Story Map, 353; Evaluate Point of View and Character Development, 356; Other Resources: Common Core Companion, 198
◦ establishes the beginning of a plausible plot development. (See CCSS W.6.4 & W.6.6)	SE/TE: Organize a Sequence of Events, 34; Add Narrative Techniques, 36; Create a Story Map, 353; Other Resources: Common Core Companion, 200, 201
• Establish the role of the narrator. (See CCSS RL.6.6)	SE/TE: Signal Shifts, 34; Dialogue, 36, 247; Evaluate Point of View and Character Development, 356; Other Resources: Common Core Companion, 198, 200, 201
W3.b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	SE/TE: "The Fun They Had," 247; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 33, 35–36, 353 <i>Additional Resources</i> <i>Other Resources:</i> Common Core Companion, 200
Essential Skills and Knowledge	
• Compose a draft of the body of a narrative with a plausible set of characters and events (See CCSS W.6.4, and W.6.6)	SE/TE: Drafting, 34, 354; Other Resources: Common Core Companion, 199
• Apply knowledge of plot development and its effect upon shifts in characterization. (See CCSS RL.6.3)	SE/TE: Gather Details About People and Events, 33; Add Narrative Techniques, 36; Create a Story Map, 353; Evaluate Point of View and Character Development, 356; Other Resources: Common Core Companion, 200, 201
• Compose with attention to	
◦ subject-verb and pronoun-antecedent agreement* (See CCSS L.3.1f)	SE/TE: Pronoun-Antecedent Agreement, 386, R57; Subject-Verb Agreement, R57; Other Resources: Common Core Companion, 325, 326

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◦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.3.3a)	SE/TE: Vocabulary Connection, 24; Author’s Style: Voice, 35; Use Precise Language, 36; Vocabulary and Conventions Connection, 126, 344
◦ formation of complete sentences* (See CCSS L.4.1f)	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
◦ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.6.3a)	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
◦ maintaining consistency in style and tone.* (See CCSS L. 6.3b)	SE/TE: Author’s Style: Voice, 35; Use Precise Language, 36
◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.6.1c)	SE/TE: Conventions: Pronoun case, 48; Revising for Correct Pronoun Case, 131; Other Resources: Common Core Companion, 321, 322
◦ using intensive pronouns correctly (See CCSS L.6.1b)	SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Other Resources: Common Core Companion, 323, 324
W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another.	SE/TE: Whole-Class Performance Tasks, 34, 356; Other Resources: Common Core Companion, 201
Essential Skills and Knowledge	
• Use transition words purposefully to promote comprehension.	SE/TE: Time-order transitions, 34; Make Logical Connections Between Events, 356
• Analyze the impact of a specific word choice on meaning. (See CCSS RL.6.4)	SE/TE: Vocabulary Connection, 24; Author’s Style: Voice, 35; Use Precise Language, 36; Vocabulary and Conventions Connection, 126, 344

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<ul style="list-style-type: none"> • Use accurately grade-appropriate general academic words (See CCSS L.6) 	SE/TE: Vocabulary Connection, 24; Academic Vocabulary, 32, 352; Vocabulary and Conventions Connection, 126, 344
<ul style="list-style-type: none"> • Use words or phrases important to comprehension (See CCSS L.6.6) 	SE/TE: Vocabulary Connection, 24; Author’s Style: Voice, 35; Use Precise Language, 36; Vocabulary and Conventions Connection, 126, 344
W3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE/TE: “The Fun They Had,” 247; Whole-Class Performance Tasks, 33, 35–36, 353
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • 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 (CCSS L.6.6) 	SE/TE: Vocabulary Connection, 24; Academic Vocabulary, 32, 352; Vocabulary and Conventions Connection, 126, 344
<ul style="list-style-type: none"> • Consult print or digital reference materials to clarify the precise meaning of a word (See CCSS L.6.4c) 	SE/TE: Vocabulary and Conventions Connection, 204; Editing and Proofreading, 439; Technical Vocabulary, 448
<ul style="list-style-type: none"> • Verify the meaning of a word or phrase by checking a dictionary (See CCSS L.6.4d) 	SE/TE: Vocabulary and Conventions Connection, 204; Editing and Proofreading, 439; Technical Vocabulary, 448
<ul style="list-style-type: none"> • Use figures of speech (See CCSS L.6.5a) 	SE/TE: Author’s Style: Voice, 35
W3.e Provide a conclusion that follows from the narrated experience or events.	SE/TE: Whole-Class Performance Task, 354; Other Resources: Common Core Companion: 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Compose a draft of a conclusion that draws together and clarifies events in the narrative. 	SE/TE: Write a First Draft, 34, 354; Other Resources: Common Core Companion: 202
<ul style="list-style-type: none"> • Apply the revision and editing stages of the writing process to the narrative. (See CCSS W.6.5) 	SE/TE: Revising, 36, 356; Editing and Proofreading, 37, 357; Other Resources: Common Core Companion: 203, 204, 205

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◦ Revise for	
◆ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a)	SE/TE: Author's Style: Voice, 35; Use Precise Language, 36
◆ varying sentence patterns for meaning, reader/listener interest, and style* (See CCSS L.6.3a)	SE/TE: Conventions: Sentence Parts and Types, 311; Sentence Structure, 343; Combining Sentences for Variety, 355; Other Resources: Common Core Companion, 335, 336
◦ Edit for	
◆ frequently-confused words* (See CCSS L.4.1g)	SE/TE: Commonly Confused Words, R59–R60
◆ punctuation used for effect* (See CCSS L.4.3b)	SE/TE: Conventions: Commas, Parentheses, and Dashes, 115
◆ punctuation to separate items in a series (See CCSS L.5.2a)	SE/TE: Conventions: Commas, Parentheses, and Dashes, 115
◆ correction of vague pronouns* (See CCSS L.6.1d)	SE/TE: Revising for Correct Pronoun Case, 131; Other Resources: Common Core Companion, 321, 322
◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a)	SE/TE: Conventions: Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221
• Prepare the final product for presentation and/or publication (See CCSS W.6.6)	SE/TE: Publishing, 37, 357; Other Resources: Common Core Companion: 206
Cluster: Production and Distribution of Writing	
W4 CCR Anchor Standard	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/TE: Whole-Class Performance Tasks, 32–36, 128–132, 228–232, 352–356, 434–438

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Essential Skills and Knowledge	
See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.
Cluster: Production and Distribution of Writing	
W5 CCR Anchor Standard	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W5 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 52.)	SE/TE: “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Tasks, 37, 133, 439
Essential Skills and Knowledge	
See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.
(See CCSS SL.6.1, SL.4, and SL.5)	(See CCSS SL.6.1, SL.4, and SL.5)
Cluster: Production and Distribution of Writing	
W6 CCR Anchor Standard	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
W6 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.	SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439
Essential Skills and Knowledge	
• See W1, W2, W3, and W7 of CCSS Framework for specific application.	• See W1, W2, W3, and W7 of CCSS Framework for specific application.
• Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS SL.6.5)	SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Multimedia Presentation, 171, 205, 259, 379; Annotated Map, 429; ; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439

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<ul style="list-style-type: none"> • Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” 	<p>SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Multimedia Presentation, 171, 205, 259, 379; Annotated Map, 429; ; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439</p>
<ul style="list-style-type: none"> • Use keyboard and mouse effectively and efficiently. 	<p>SE/TE: For related material see: : Using the Internet, 37; Computer Software, 133; Internet Research, 259; Overview, 192; Write It, 213</p>
<ul style="list-style-type: none"> • Use technology responsibly. 	<p>SE/TE: Using the Internet, 37; Computer Software, 133; Internet Research, 259; Overview, 192; Write It, 213; Conduct Research, 371; Handbook: Consulting Print and Digital Sources, R25; Using Search Terms (Evaluating Search Terms), R26</p>
<ul style="list-style-type: none"> • Use technology to enhance learning and collaboration. 	<p>SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Multimedia Presentation, 171, 205, 379; Annotated Map, 429; Analyze the Media, 30, 160, 226, 258, 349, 432, 482</p>
<ul style="list-style-type: none"> • Use technology for communication. 	<p>SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Multimedia Presentation, 171, 205, 379; Annotated Map, 429</p>
<ul style="list-style-type: none"> • Use technology to locate, evaluate, and organize information. 	<p>SE/TE: Internet Research, 259; Conduct Research, 171, 371, 451, 483; Handbook: Consulting Print and Digital Sources, R25; Using Search Terms (Evaluating Search Terms), R26</p>

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<ul style="list-style-type: none"> • Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions 	<p>SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Multimedia Presentation, 171, 205, 259, 379; Annotated Map, 429; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439; Handbook: Consulting Print and Digital Sources, R25; Using Search Terms (Evaluating Search Terms), R26</p>
<p>Cluster: Research to Build and Present Knowledge</p>	
<p>W7 CCR Anchor Standard</p>	
<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; “BBC Science Club: All About Exploration,” 433; from <i>Lewis & Clark</i>, 483; Other Resources: Interactive Research Lessons: Research Writing-Middle School</p> <p><u>Additional Resources</u> <i>SE/TE: “Gallery of Calvin and Hobbes Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from Alice’s Adventures in Wonderland, 371; “Mission Twinpossible,” 451;</i> Other Resources: Common Core Companion, 246–247, 250; <i>Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</i></p>
<p>Essential Skills and Knowledge</p>	
<ul style="list-style-type: none"> • Follow an inquiry process. 	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 458, 470; Research, 31, 161, 171, 259, 371, 451, 483; Internet Research, 259; Generating Research Questions, R24; Consulting Print and Digital Sources, R25; Other Resources: Common Core Companion, 246–247, 250</p>

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<ul style="list-style-type: none"> • Define a problem, formulate questions, and refine a problem and/or question. 	<p>SE/TE: Research, 31, 161, 171, 259, 371, 451, 483; Internet Research, 259; Generating Research Questions, R24; Other Resources: Common Core Companion, 246–247, 250</p>
<ul style="list-style-type: none"> • Locate and evaluate resources. 	<p>SE/TE: Locate and Evaluate Resources, 31, 161, 171, 259, 371, 451, 483; Other Resources: Common Core Companion, 253–266</p>
<ul style="list-style-type: none"> • Find data and/or information within a variety of print or digital sources 	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 458, 470; Research, 31, 161, 171, 259, 371, 451, 483; Internet Research, 259; Generating Research Questions, R24; Consulting Print and Digital Sources, R25; Other Resources: Common Core Companion, 246–247, 250</p>
<ul style="list-style-type: none"> • Use a variety of formats to prepare the findings/conclusions for sharing. 	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 458, 470; Research, 31, 161, 171, 259, 371, 451, 483; Internet Research, 259; Generating Research Questions, R24; Consulting Print and Digital Sources, R25; Other Resources: Common Core Companion, 246–247, 250</p>
<ul style="list-style-type: none"> • Share findings and/or conclusions through a variety of print and multimedia venues. 	<p>SE/TE: Research, 31, 161, 171, 259, 371, 451, 483; Generating Research Questions, R24; Other Resources: Common Core Companion, 246–247, 250</p>

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Cluster: Research to Build and Present Knowledge	
W8 CCR Anchor Standard	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W8 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.	<p>SE/TE: "Gallery of <i>Calvin and Hobbes</i> Comics," 31; "Monkey Master," 161; "Black Cowboy, Wild Horses," 171; from <i>Alice's Adventures in Wonderland</i>, 371; "Mission Twinpossible," 451</p> <p><u>Additional Resources</u> <i>SE/TE: "Bored ... and Brilliant? A Challenge to Disconnect From Your Phone," 259; from Lewis & Clark, 483; Other Resources: Common Core Companion, 253–266; Interactive Research Lessons: Research Writing-Middle School; Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</i></p>
Essential Skills and Knowledge	
• Locate and evaluate resources.	SE/TE: Locate and Evaluate Resources, 31, 161, 171, 259, 371, 451, 483; Other Resources: Common Core Companion, 253–266
• Develop search terms vocabulary and searching strategies.	SE/TE: Internet Research, 259; Conduct Research, 171, 371, 451, 483; Handbook: Consulting Print and Digital Sources, R25; Using Search Terms (Evaluating Search Terms), R26
• Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions	SE/TE: Take Notes, 129, 161, 229, 247, 259, 260; Consulting Print and Digital Sources, R25; Other Resources: Common Core Companion, 258 TE only: Preparing for the Assignment, 182
• Evaluate and analyze the quality, accuracy, and sufficiency of notes.	SE/TE: Research, 31, 161, 259, 451, 483; Internet Research, 259; Conduct Research, 171, 371, 451, 483; Consulting Print and Digital Sources, R25; Other Resources: Common Core Companion, 253–266

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<ul style="list-style-type: none"> • Use appropriate bibliographic information. 	<p>SE/TE: Include a Works-Cited List, 171; Gather Evidence from Sources, 229; Research, 259, 371; Cite Your Sources, 451; Formats for Citing Sources, R32–R33; Other Resources: Common Core Companion, 261–262</p> <p>TE only: Performance Based-Assessment Prep, 81, 175, 263, 391, 487; Writing to Sources, 387; QuickWrite, 407</p>
Cluster: Research to Build and Present Knowledge	
W9 CCR Anchor Standard	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: "Declaration of the Rights of the Child," 49; from <i>My Life With the Chimpanzees</i>, 116; "A Blessing" / "Predators," 150–151; "Feathered Friend," 204; Performance Task, 434–439</p> <p><u>Additional Resources</u> <i>SE/TE:</i> "Michaela DePrince: The War Orphan Who Became a Ballerina," 59; Performance Task, 128–133; "Black Cowboy, Wild Horses," 171; "Teens and Technology Share a Future" / "The Black Hole of Technology," 222–223; "The Internet of Things," 227; "Bored ... and Brilliant? A Challenge to Disconnect From Your Phone," 259; <i>The Phantom Tollbooth (drama)</i> / from <i>The Phantom Tollbooth (multimedia)</i>, 350–351; "The Importance of Imagination," 387; from <i>A Long Way Home</i>, 428–429; "Mission Twinpossible," 451; from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474–475</p>
<p>W9a 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").</p>	<p>SE/TE: from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 76–77; <i>The Phantom Tollbooth (drama)</i> / from <i>The Phantom Tollbooth (multimedia)</i>, 350–351; from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474–475; Other Resources: Common Core Companion, 267–268</p>

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W9b 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”).	SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; “The Internet of Things,” 227; from <i>Lewis & Clark</i> , 483; Other Resources: Common Core Companion, 271–272
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Write in response to grade-level print, nonprint, and digital literary or informational text(s). 	SE/TE: Writing in Response, 49, 59, 116, 150–151, 171, 204, 222–223, 227, 259, 350–351, 387, 428–429, 451, 474–475, 483; Other Resources: Common Core Companion, 267–274
Cluster: Range of Writing	
W10 CCR Anchor Standard	
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.	
W10 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.	<p>SE/TE: Whole-Class Performance Tasks, 32, 128, 228, 352, 434; Performance-Based Assessments, 180, 268, 396, 492</p> <p><i>In addition, students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program.</i></p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Adjust the writing process as necessary for different grade- appropriate writing tasks, purposes, and audiences. 	SE/TE: Performance Task: Writing Process, 32–37, 128–133, 228–233, 352–357, 434–439; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–451; Other Resources: Common Core Companion, 214–226
<ul style="list-style-type: none"> • Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies. 	SE/TE: Performance Task: Writing Process, 32–37, 128–133, 228–233, 352–357, 434–439; Other Resources: Common Core Companion, 215

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Standards for Speaking and Listening (SL)	
Cluster: Comprehension and Collaboration	
SL1 CCR Anchor Standard	
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.	
SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 25; "Gallery of 'Calvin and Hobbes' Comics," 31; from <i>My Life with the Chimpanzees</i>, 117; "Hachiko," 127; "Monkey Master," 161</p> <p><u>Additional Resources</u> <i>SE/TE: "Is Our Gain Also Our Loss?," 255; "Jabberwocky," 379; from A Long Way Home, 429; Share Your Independent Learning: 178, 490; Small-Group Performance Task, 389; Other Resources: myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion, 286–291</i></p>
SL1.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.	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 25; "Gallery of 'Calvin and Hobbes' Comics," 31; from <i>My Life With the Chimpanzees</i>, 117; "Hachiko," 127; "Is Our Gain Also Our Loss?," 255</p> <p><u>Additional Resources</u> <i>SE/TE: "Jabberwocky," 379; from A Long Way Home, 429; Other Resources: myPerspectives+: Conversations and Discussions—Middle School</i></p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. 	<p>SE/TE: Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Partner Discussion, 25, 127; Class Discussion, 31, 117; Group Discussion, 161; also see: Performance Task: Plan With Your Group, 78–79, 172–173, 260–261, 388–389, 484–485</p>
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1, RI.6.1) 	<p>SE/TE: Comprehension Check, 45, 55, 64, 111, 121, 159, 199, 209, 217, 226, 251, 383, 423, 447, 458</p>

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<ul style="list-style-type: none"> • Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. 	SE/TE: Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Partner Discussion, 25, 127; Class Discussion, 31, 117; Group Discussion, 161
<ul style="list-style-type: none"> • Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. 	SE/TE: Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Partner Discussion, 25, 127; Class Discussion, 31, 117; Group Discussion, 161
<ul style="list-style-type: none"> • Conduct focused research as necessary to prepare for discussions. 	SE/TE: Performance Task: Plan With Your Group, 78, 172, 260, 388, 484
<ul style="list-style-type: none"> • Access prior knowledge to extend the topic under discussion. 	SE/TE: Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Partner Discussion, 25, 127; Class Discussion, 31, 117; Group Discussion, 161
SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE/TE: from <i>Brown Girl Dreaming</i> , 25; <i>My Life With the Chimpanzees</i> , 117; "Hachiko," 127; "Is Our Gain Also Our Loss?," 255 <i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</i>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. 	SE/TE: Partner Discussion, 25, 127; Class Discussion, 117; Group Discussion, 255; Working as a Team, 40, 136, 236, 360, 442
<ul style="list-style-type: none"> • Come to consensus on a framework for a collegial discussion. 	SE/TE: Working as a Team, 40, 136, 236, 360, 442; Partner Discussion, 25, 127; Class Discussion, 117; Group Discussion, 255
<ul style="list-style-type: none"> • Identify and agree upon the group's purpose/goal and deadlines. 	SE/TE: Working as a Team, 40, 136, 236, 360, 442
<ul style="list-style-type: none"> • Organize the group by assuming specific roles as needed. 	SE/TE: Working as a Team, 40, 136, 236, 360, 442

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SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SE/TE: <i>Brown Girl Dreaming</i> , 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life With the Chimpanzees</i> , 117; “Monkey Master,” 161; Other Resources: myPerspectives+ ELA: Conversations and Discussions - Middle School;
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1 RI.6. 1) 	SE/TE: Partner Discussion, 25, 127; Class Discussion, 31, 117; Group Discussion, 161, 255
<ul style="list-style-type: none"> • Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information. 	SE/TE: Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Partner Discussion, 25, 127; Class Discussion, 31, 117; Group Discussion, 161
<ul style="list-style-type: none"> • Demonstrate collegiality when asking and responding to questions and comments. 	SE/TE: Working as a Team, 40, 136, 236, 360, 442
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	SE/TE: Partner Discussion, 25, 127; Class Discussion, 31, 117; Group Discussion, 161, 255; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473
SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>A Long Way Home</i>, 429</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</i></p> <p><u>Additional Resources</u> SE/TE: from <i>Brown Girl Dreaming</i>, 25; from <i>My Life With the Chimpanzees</i>, 117</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Periodically, summarize the main points or ideas of the discussion. (See CCSS RL.6.2 RI.6. 2) 	SE/TE: Class Discussion, 31, 117; Group Discussion, 161, 255; Discuss, 429; Partner Discussion, 25, 127

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<ul style="list-style-type: none"> Periodically, connect the opinions or perspectives of others to their own opinions. 	SE/TE: Class Discussion, 31, 117; Group Discussion, 161, 255; Discuss, 429; Partner Discussion, 25, 127; Working as a Team, 40, 136, 236, 360, 442
Cluster: Comprehension and Collaboration	
SL2 CCR Anchor Standard	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL2 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.	SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; “The Internet of Things,” 227; from <i>A Long Way Home</i> , 432, 433; Other Resources: Common Core Companion, 293–294 <i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction, in Working as a Team features which appear in the Small Group Learning Overview lessons, and in Group Discussion Tips which appear throughout the program</i>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Apply an understanding of the features and formats of diverse media. 	SE/TE: Analyze the Media, 30, 160, 226, 258, 349, 432, 482; Media: Art and Photography, 26, 152; Video, 224, 346, 430; Audio, 256; Other Resources: Common Core Companion, 293–294
<ul style="list-style-type: none"> Determine both the explicit and the implicit ideas found in non-print texts, including digital texts. 	SE/TE: Analyze the Media, 30, 160, 226, 258, 349, 432, 482
<ul style="list-style-type: none"> Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media. 	SE/TE: Analyze the Media, 30, 160, 226, 258, 349, 432, 482; Media: Art and Photography, 26, 152; Video, 224, 346, 430; Audio, 256; Research, 31, 433; Writing to Sources: Objective Summary, 227; Other Resources: Common Core Companion, 293–294

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Cluster: Comprehension and Collaboration	
SL3 CCR Anchor Standard	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SE/TE: Small-Group Performance Task, 260–261, 484–485; Other Resources: myPerspectives+: Evaluating Presentations—Middle School; Common Core Companion, 297–298, 301
Essential Skills and Knowledge	
• Apply critical listening strategies to determine the speaker’s argument and claims.	SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Debate, 190, 406; Partner Discussion, 25, 278; Other Resources: Common Core Companion, 297–298, 301
• 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. (CCSC RI.6.2.)	SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Debate, 190, 406; Partner Discussion, 25, 278; Other Resources: Common Core Companion, 297–298, 301
• Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (See CCSC RI.6.6.)	SE/TE: Analyze Author’s Purpose and Point of View, 113; Author’s Perspective, 211; Persuasive Techniques, 219; Author’s Purpose, 66; Other Resources: Common Core Companion, 137–138
• 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. (See CCSC RI.6.8.)	SE/TE: Author’s Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223; Other Resources: Common Core Companion, 151–152
• Align specific claims to their supporting reasons to identify gaps in support.	SE/TE: Performance Task: Deliver a Multimedia Presentation, 260–261; Present an Advertisement, 484–485; Debate, 190, 406; Partner Discussion, 25, 278; Other Resources: Common Core Companion, 297–298, 301

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Cluster: Presentation of Knowledge and Ideas	
SL4 CCR Anchor Standard	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.	
SL4 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.	SE/TE: “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485; Other Resources: Common Core Companion, 304–305, 308
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. 	SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Performance-Based Assessment: Oral Recitation, 88; Informative Presentation, 182; Oral Presentation, 270; Storytelling, 398; Speech, 694; Other Resources: Common Core Companion, 304–305, 308
<ul style="list-style-type: none"> • Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation. 	SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485
<ul style="list-style-type: none"> • Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation. 	SE/TE: Performance Task: Plan With Your Group, 78, 172, 260, 388, 484; Other Resources: Common Core Companion, 304–305, 308
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) 	SE/TE: Performance Task: Plan With Your Group, 78, 172, 260, 388, 484; also see: Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 437, 450, 473

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Cluster: Presentation of Knowledge and Ideas	
SL5 CCR Anchor Standard	
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE/TE: “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; “Jabberwocky,” 379; “All About Exploration,” 433 <i>Additional Resources</i> <i>SE/TE: Lewis & Clark, 483; Small-Group Performance Tasks, 78, 172, 261, 389, 485; Other Resources: Common Core Companion, 311–312</i>
Essential Skills and Knowledge	
• Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.	SE/TE: Small-Group Performance Task: Present an Explanatory Essay, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Oral Presentation, 227; Multimedia Presentation, 171, 205, 379; Annotated Map, 429
• Follow fair use policies when incorporating multimedia components from other sources.	SE/TE: Small-Group Performance Task: Present an Explanatory Essay, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Oral Presentation, 227; Multimedia Presentation, 171, 205, 379; Small-Group Performance Tasks, 78, 172, 261, 389, 485
Cluster: Presentation of Knowledge and Ideas	
SL6 CCR Anchor Standard	
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
SL6 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 on page 52 for specific expectations.)	SE/TE: Small-Group Performance Tasks, 79, 173; Other Resources: Common Core Companion, 313–314, 317

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. 	<p>SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informal Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Speaking and Listening, 25, 59, 117, 127, 171, 205, 255, 345, 379, 429; Working as a Team, 40, 136, 236, 360, 442; Other Resources: Common Core Companion, 313–314, 317</p>
<ul style="list-style-type: none"> • See CCSS L.6.1, L.6. 2, and L.6. 3 for specific grade-level expectations. 	<ul style="list-style-type: none"> • See CCSS L.6.1, L.6. 2, and L.6. 3 for specific grade-level expectations.
Standards for Language (L)	
Cluster: Conventions of Standard English	
L1 CCR Anchor Standard	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE/TE: “The Black Hole of Technology,” 221, 223; <i>The Phantom Tollbooth</i>, Act II, 343–344; from <i>Alice’s Adventures in Wonderland</i>, 370; Whole-Class Performance Tasks, 131–133, 355–357</p> <p><u>Additional Resources</u> <i>SE/TE:</i> from <i>Brown Girl Dreaming</i>, 23; <i>Declaration of the Rights of the Child</i>, 48; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; from <i>Bad Boy</i>, 67; “I Was a Skinny Tomboy Kid,” 77; “A Blessing,” 143; “Black Cowboy, Wild Horses,” 170; “Feathered Friend,” 203, 204; “Teens and Technology Share a Future,” 213; “The Black Hole of Technology,” 221, 223; “The Fun They Had,” 246; “Is Our Gain Also Our Loss?,” 254; <i>The Phantom Tollbooth</i>, Act I, 311; <i>The Phantom Tollbooth (multimedia)</i>, 351; from <i>Alice’s Adventures in Wonderland</i>, 370; “The Importance of Imagination,” 386; “Mission Twinpossible,” 450; from <i>Tales From the Odyssey</i>, 461; “To the Top of Everest,” 473, 475; <i>Whole-Class Performance Tasks</i>, 35, 37, 231, 233; 437, 439; <i>Grammar Handbook</i>, R54–R60</p>

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L1.a Ensure that pronouns are in the proper case (subjective, objective, possessive). (SC, 6)	SE/TE: Declaration of the Rights of the Child, 48; Whole-Class Performance Task, 131–133; Grammar Handbook, R58; Other Resources: Common Core Companion, 321–322; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Personal and Possessive <i>Additional Resources</i> <i>SE/TE: "To the Top of Everest," 473</i>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply an understanding of the relationship between the use and form of personal pronouns i.e., <ul style="list-style-type: none"> ◦ subjective pronouns as subjects and predicate nominatives ◦ objective pronouns as objects of prepositions, direct, and indirect objects ◦ possessive pronouns as adjectives 	SE/TE: Conventions: Pronoun Case, 48; Revising for Correct Pronoun Case, 131; Subject Complements, 473; Grammar Handbook, R58; Other Resources: Common Core Companion, 321–322 SE/TE: Conventions: Pronoun, 48, 131 473; Grammar Handbook, R58; Other Resources: Common Core Companion, 321–322 SE/TE: Conventions: Pronoun, 48, 131 473; Grammar Handbook, R58; Other Resources: Common Core Companion, 321–322 SE/TE: Conventions: Pronoun, 48, 131 473; Grammar Handbook, R58; Other Resources: Common Core Companion, 321–322
<ul style="list-style-type: none"> • Analyze professional, peer, and their own writing for correct use of pronoun case. 	SE/TE: Conventions: Pronoun Case, 48; Revising for Correct Pronoun Case, 131; Subject Complements, 473; Grammar Handbook, R58; Other Resources: Common Core Companion, 321–322
<ul style="list-style-type: none"> • Demonstrate command of formal English when indicated or appropriate. (See CCSS S/L.6.6.) 	SE/TE: Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439

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<ul style="list-style-type: none"> • Spell correctly. (CCSS L.6.2b) 	<p>SE/TE: “Hachiko,” 125–126 Whole-Class Performance Tasks, 357, 439; Grammar Handbook, R62–R63; Other Resources: Common Core Companion, 333–334</p> <p><i>Additional Resources</i> SE/TE: from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; <i>The Phantom Tollbooth</i> (multimedia), 351; “To the Top of Everest,” 475; <i>Whole-Class Performance Tasks</i>, 233, 357</p>
<p>L1.b Use intensive pronouns (e.g., <i>myself, ourselves</i>)</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; Grammar Handbook, R54; Other Resources: Common Core Companion, 323–324; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Reflexive and Intensive</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun. 	<p>SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R54; Other Resources: Common Core Companion, 323–324</p>
<ul style="list-style-type: none"> • Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing. (See CCSS RL.6.4.) 	<p>SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R54; Other Resources: Common Core Companion, 323–324</p>
<ul style="list-style-type: none"> • Demonstrate command of standard English by using intensive pronouns correctly, e.g., <i>himself v. hisself, themselves v. theirselves</i> (See CCSS S/L.6.6.) 	<p>SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R54; Other Resources: Common Core Companion, 323–324</p>
<p>L1.c Recognize and correct inappropriate shifts in pronoun number and person.* (SC, 6)</p>	<p>SE/TE: “The Importance of Imagination,” 386; Grammar Handbook, R57; Other Resources: Common Core Companion, 325–326; myPerspectives+, Interactive Grammar Practice Lessons—Pronoun Case: Unnecessary Shifts in Number or Person; myPerspectives+, Interactive Grammar Practice Lessons—Agreement: Pronoun-Antecedent</p>

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply an understanding of the relationship of a pronoun to its antecedent. 	SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57; Other Resources: Common Core Companion, 325–326
<ul style="list-style-type: none"> • Use precise language to inform or explain. (See CCSS W.6.2d.) 	SE/TE: Prewriting/Planning, 33, 129; Revising, 36, 132; Explanatory Essay, 128; Fine Tune the Content, 485
<ul style="list-style-type: none"> • Develop and strengthen writing by editing for clarity. (See CCSS W.6.5.) 	SE/TE: Editing for Conventions, 37, 133, 233, 357, 439; Review, Revise, and Edit, 77, 223, 351
<ul style="list-style-type: none"> • Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing. 	SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57; Other Resources: Common Core Companion, 325–326
L1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* (SC, 6)	SE/TE: “The Importance of Imagination,” 386; Other Resources: Common Core Companion, 327–328; myPerspectives+, Interactive Grammar Practice Lessons—Agreement: Pronoun-Antecedent
Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied. 	SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Other Resources: Common Core Companion, 327–328
<ul style="list-style-type: none"> • Use precise language to inform or explain (See CCSS W.6.2d.) 	SE/TE: The Importance of Imagination,” 386; Other Resources: Common Core Companion, 327–328
<ul style="list-style-type: none"> • Strengthen writing by editing to correct vague pronouns. (See CCSS W.6.5.) 	SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Other Resources: Common Core Companion, 327–328
<ul style="list-style-type: none"> • Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing. 	SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Other Resources: Common Core Companion, 327–328

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<p>L1.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.* (SC, 6)</p>	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 21; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; “Jabberwocky,” 378; Whole-Class Performance Task, 131–133; Other Resources: Common Core Companion, 329–330</p> <p><i>Additional Resources</i> SE/TE: <i>Whole-Class Performance Tasks</i>, 37, 233, 357, 439; <i>Grammar Handbook: R57–R63</i>; <i>Other Resources: myPerspectives+, Interactive Grammar Practice Lessons—Sentences: Fragments and Run-on Sentences</i></p>
<p>Essential Skills and Knowledge</p>	
<ul style="list-style-type: none"> • Apply skills from L1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing. 	<p>SE/TE: Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439</p> <p><i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</i></p>
<ul style="list-style-type: none"> ◦ Revise to develop and strengthen writing (See CCSS W.6.5.) 	<p>SE/TE: Revising, 36, 77, 132, 151, 223, 232–233, 247, 351, 356–357, 438–439, 475; Review, Revise, and Edit, 77, 223, 351</p>
<ul style="list-style-type: none"> ◦ Edit for clarity to develop and strengthen writing (See CCSS W.6.5.) 	<p>SE/TE: Editing for Conventions, 37, 133, 233, 357, 439; Review, Revise, and Edit, 77, 223, 351</p>

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Cluster: Conventions of Standard English	
SL2 CCR Anchor Standard	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>SE/TE: from <i>My Life With the Chimpanzees</i>, 115–116; “Hachiko,” 125–126; “Teens and Technology Share a Future,” 212; Whole-Class Performance Tasks, 37, 357</p> <p><u>Additional Resources</u> <i>SE/TE:</i> from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 221; from <i>Alice’s Adventures in Wonderland</i>, 370; <i>Whole-Class Performance Tasks</i>, 133, 233, 439; <i>Grammar Handbook</i>, R54, R61–R63</p>
L2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	<p>SE/TE: from <i>My Life With the Chimpanzees</i>, 115–116; “Teens and Technology Share a Future,” 213; “The Black Hole of Technology,” 221; Other Resources: Common Core Companion, 331–332; myPerspectives+, Interactive Grammar Practice Lessons—Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p> <p><u>Additional Resources</u> <i>SE/TE:</i> <i>Grammar Handbook</i>, R61–R62; <i>Other Resources:</i> myPerspectives+, Interactive Grammar Practice Lessons—Clauses: Adjectival</p>
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements. 	<p>SE/TE: Conventions: Using Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221; <i>Grammar Handbook</i>, R61–R62</p>
<ul style="list-style-type: none"> Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. 	<p>SE/TE: Editing for Conventions, 37, 133, 233, 357, 439; Conventions: Using Commas, Parentheses, and Dashes, 115; <i>Grammar Handbook</i>, R61–R62; Other Resources: Common Core Companion, 331–332</p>

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<ul style="list-style-type: none"> • Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements. (See CCSS W.6.5.) 	<p>SE/TE: Editing for Conventions, 37, 133, 233, 357, 439; Conventions: Using Commas, Parentheses, and Dashes, 115; Grammar Handbook, R61–R62; Other Resources: Common Core Companion, 331–332</p>
<p>L2.b Spell correctly. (SC, 6)</p>	<p>SE/TE: “Hachiko,” 125–126 Whole-Class Performance Tasks, 357, 439; Grammar Handbook, R62–R63; Other Resources: Common Core Companion, 333–334</p> <p><i>Additional Resources</i> <i>SE/TE:</i> from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; <i>The Phantom Tollbooth (multimedia),</i> 351; <i>“To the Top of Everest,”</i> 475; <i>Whole-Class Performance Tasks,</i> 233, 357</p>
<p>Essential Skills and Knowledge</p>	
<ul style="list-style-type: none"> • Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS L.6.6.) 	<p>SE/TE: Reviewing and Revising, 151; Vocabulary and Conventions Connection, 126; Conventions: Spelling and Capitalization, 125; Proofread for Accuracy, 37, 133, 233, 357, 439; Grammar Handbook, R62–R63; Other Resources: Common Core Companion, 333–334</p>
<ul style="list-style-type: none"> • Use print, digital resources, and internalized knowledge to support correct spelling. 	<p>SE/TE: Conventions: Spelling and Capitalization, 125; Proofread for Accuracy, 37, 133, 233, 357, 439; Review, Revise, and Edit, 77, 223, 351; Reviewing and Revising, 151; Vocabulary and Conventions Connection, 126; Grammar Handbook, R62–R63; Other Resources: Common Core Companion, 333–334</p>

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Cluster: Knowledge of Language	
L3 CCR Anchor Standard	
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.	
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE/TE: Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439 <i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</i>
L3.a Vary sentence patterns for meaning, reader/listener interest, and style.*	SE/TE: <i>The Phantom Tollbooth</i> , Act II, 343–344; Whole-Class Performance Tasks, 35–37, 355–357; Other Resources: Common Core Companion Workbook, 335–336
Essential Skills and Knowledge	
• Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning.	SE/TE: Performance Task: Writing Process, 32–37, 128–133, 228–233, 352–357, 434–439
• Apply understanding of various sentence patterns i.e.,	
◦ reordering words	SE/TE: Conventions: Sentence Parts and Types, 311; Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Grammar Handbook, R56; Grammar Handbook, R56
◦ adjusting length of sentences	SE/TE: <i>The Phantom Tollbooth</i> , Act II, 343–344; Whole-Class Performance Tasks, 35–37, 355–357; Other Resources: Common Core Companion Workbook, 335–336
◦ adding words, phrases or clauses	SE/TE: Conventions: Sentence Parts and Types, 311; Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Grammar Handbook, R56

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<ul style="list-style-type: none"> Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style. 	SE/TE: Conventions: Sentence Parts and Types, 311; Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35; Revising, 36; Grammar Handbook, R56; Other Resources: Common Core Companion Workbook, 335–336
<ul style="list-style-type: none"> Strengthen writing by revising sentence patterns for interest and style. (See CCSS W.6.5.) 	SE/TE: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35; Revising, 36; Other Resources: Common Core Companion Workbook, 335–336
L3.b Maintain consistency in style and tone.*	SE/TE: Whole-Class Performance Tasks, 35–37, 232, 437–439; Using a Formal Style, 132; Writing to Sources, 204; Other Resources: Common Core Companion, 337–338
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Apply an understanding of audience, purpose, and format to determine style and tone. 	SE/TE: Performance Task: Writing Process, 32–37, 128–133, 228–233, 352–357, 434–439
<ul style="list-style-type: none"> Establish and maintain a formal style. (CCSS W.6.1d, W.6.2d) 	SE/TE: Whole-Class Performance Tasks, 35–37, 132, 232, 437–439; Other Resources: Common Core Companion, 337–338
<ul style="list-style-type: none"> Adapt speech to a variety of contexts and tasks. (See CCSS S/L.6.6.) 	SE/TE: Performance Task: Writing Process, 32–37, 128–133, 228–233, 352–357, 434–439; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–451
<ul style="list-style-type: none"> Use precise word choice to establish and maintain tone. 	SE/TE: Whole-Class Performance Tasks, 35–37, 232, 437–439
<ul style="list-style-type: none"> Strengthen writing by revising sentences for style and tone. (See CCSS W.6.5.) 	SE/TE: Whole-Class Performance Tasks, 35–37, 132, 232, 437–439; Other Resources: Common Core Companion, 337–338

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Cluster: Vocabulary Acquisition and Use	
L4 CCR Anchor Standard	
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.	
L4 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.	<p>SE/TE: Declaration of the Rights of the Child, 42–44, 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “A Blessing,” 138–141; “Predators,” 144, 146, 147; “Monkey Master,” 152, 156–158, 160</p> <p><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u> <i>SE/TE: from Bad Boy, 60–63, 65; “I Was a Skinny Tomboy Kid,” 68, 69, 71, 73; “Black Cowboy, Wild Horses,” 162, 166, 168; “The Black Hole of Technology,” 220; “The Fun They Had,” 238, 240, 241, 244; “Is Our Gain Also Our Loss?,” 248, 250–25; from Alice’s Adventures in Wonderland, 362–364, 368; “Jabberwocky,” 372, 374, 376; “The Importance of Imagination,” 380–382, 384; “Mission Twinpossible,” 444, 446, 448; “To the Top of Everest,” 462–464, 471</i></p>
L4.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. (SC, 6)	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “Predators,” 144, 146, 147; “The Fun They Had,” 238, 240, 241, 244; “Jabberwocky,” 372, 374, 376; Other Resources: Common Core Companion, 339–340</p> <p><u>Additional Resources</u> <i>SE/TE: from Bad Boy, 60–63, 65; “I Was a Skinny Tomboy Kid,” 68, 69, 71, 73; “A Blessing,” 138–141; “Black Cowboy, Wild Horses,” 162, 166, 168; “The Fun They Had,” 238, 240, 241, 244; from Alice’s Adventures in Wonderland, 362–364, 368; “The Importance of Imagination,” 380–382, 384; from Tales From the Odyssey, 452, 454, 459; “To the Top of Everest,” 462–464, 471</i></p>

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> Apply an understanding of the various types of context clues to determine word or phrase meaning. 	SE/TE: Context Clues, 50, 52, 56, 60, 61, 62, 63, 64, 138, 139, 144, 162, 238, 240, 362, 365, 372, 374, 380, 381, 382, 452; Other Resources: Common Core Companion, 339–340
<ul style="list-style-type: none"> Apply an understanding of inference and drawing conclusions to determine word or phrase meaning. 	SE/TE: Context Clues, 50, 52, 56, 60, 61, 62, 63, 64, 138, 139, 144, 162, 238, 240, 362, 365, 372, 374, 380, 381, 382, 452; Other Resources: Common Core Companion, 339–340 TE only: Personalize for Learning, 42; Concept Vocabulary, 43, 44, 166, 250, 251; Vocabulary Development, 124, 197, 203, 214, 293, 342, 468
L4.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>)	SE/TE: Declaration of the Rights of the Child, 46; from <i>My Life With the Chimpanzees</i> , 114; “Monkey Master,” 160; “Feathered Friend,” 202; Other Resources: Common Core Companion, 341–342 <u>Additional Resources</u> <i>SE/TE:</i> from <i>Bad Boy</i> , 65; “Predators,” 147; “Teens and Technology Share a Future,” 212; “Is Our Gain Also Our Loss?,” 252; <i>The Phantom Tollbooth, Act II</i> , 342; “The Importance of Imagination,” 384; from <i>A Long Way Home</i> , 426; “Mission Twinpossible,” 448; from <i>Tales From the Odyssey</i> , 459; “To the Top of Everest,” 471
Essential Skills and Knowledge	
<ul style="list-style-type: none"> Apply an understanding of basic word parts as clues to word meaning. 	SE/TE: Prefix, 46, 244, 310; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448, 459, 471; Suffix, 68, 73, 114, 147, 252, 342, 376
<ul style="list-style-type: none"> Apply an understanding of root word families to determine the meaning of a word. 	SE/TE: Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448, 459, 471 TE only: Author’s Perspective, 310

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<p>L4.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.</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “Monkey Master,” 152, 156–158, 160; “Jabberwocky,” 376; “The Importance of Imagination,” 384; Other Resources: Common Core Companion Workbook, 343–344</p> <p><i>Additional Resources</i> SE/TE: from <i>Bad Boy</i>, 65; “A Blessing,” 141; “Black Cowboy, Wild Horses,” 168; “Feathered Friend,” 202; “The Black Hole of Technology,” 220; “Mission Twinpossible,” 448; from <i>Tales From the Odyssey</i>, 459; “To the Top of Everest,” 471</p>
Essential Skills and Knowledge	
<p>• Strengthen writing by using reference materials both print and digital to refine word choices. (See CCSS W.6.5.)</p>	<p>SE/TE: Word Study, 56, 65, 124, 141, 160, 202, 212, 244, 310, 342, 376, 384, 459, 471; Concept Vocabulary, 42, 168, 220; Academic Vocabulary, 5, 93, 187, 275, 403; Using a Specialized Vocabulary, 152, 157, 158; Other Resources: Common Core Companion Workbook, 343–344 TE only: Vocabulary Development, 197, 203, 214, 256, 293, 453; Personalize for Learning, 176</p>
<p>L4.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). (SC, 6)</p>	<p>SE/TE: Declaration of the Rights of the Child, 43, 44; “Monkey Master,” 160; <i>The Phantom Tollbooth</i>, Act II, 342; “To the Top of Everest,” 471 Other Resources: Common Core Companion Workbook, 345–346</p> <p><i>Additional Resources</i> SE/TE: “The Fun They Had,” 244</p>
Essential Skills and Knowledge	
<p>• Apply an understanding of the skills in L4 a-c to verify word meaning.</p>	<p>SE/TE: Concept Vocabulary, 56, 160, 342, 380, 455, 458, 471; Technical Vocabulary, 448; Vocabulary Sidenote, 43; Other Resources: Common Core Companion Workbook, 345–346</p>

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Cluster: Vocabulary Acquisition and Use	
L5 CCR Anchor Standard	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 6)	SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 56; "I Was a Skinny Tomboy Kid," 75–77; My Life With the Chimpanzees, 114; <i>The Phantom Tollbooth</i> , Act I, 310; from <i>Alice's Adventures in Wonderland</i> , 368 <u>Additional Resources</u> SE/TE: "Hachiko: The True Story of a Loyal Dog," 124; "A Blessing," 142; "Predators," 149; "Monkey Master," 154; "Black Cowboy, Wild Horses," 163; <i>The Phantom Tollbooth</i> , Act II, 316; <i>A Long Way Home</i> , 415; "Mission Twinpossible," 444
L5.a Interpret figures of speech (e.g., personification) in context. (SC, 6)	SE/TE: "I Was a Skinny Tomboy Kid," 75–77; "A Blessing," 142; "Black Cowboy, Wild Horses," 163; from <i>A Long Way Home</i> , 415; Other Resources: Common Core Companion, 347–348 <u>Additional Resources</u> SE/TE: "Monkey Master," 154; <i>The Phantom Tollbooth</i> , Act II, 316
Essential Skills and Knowledge	
• Apply knowledge of figurative language including personification to a critical reading of a text.	SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316; Simile, 154, 415; Word Study: Onomatopoeia, 141; Metaphor, 207; Personification, 369 TE only: Figurative Language, 145, 163, 219, 316
• Use sensory language to convey experiences and events. (See CCSS W.6.3d.)	SE/TE: Word Study: Onomatopoeia, 141; Analyze Meaning and Tone: Sound Devices, 377; Explore Setting, 33

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<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text including figurative language. (See CCSS RL.6.4 and RI.6.4.) 	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316; Simile, 154, 415; Word Study: Onomatopoeia, 141; Metaphor, 207; Personification, 369</p> <p>TE only: Figurative Language, 145, 163, 219, 316</p>
<ul style="list-style-type: none"> Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning. 	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316</p> <p>TE only: Imagery, 150; Analyze the Text, 265</p>
<p>L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (SC, 6)</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; from <i>My Life With the Chimpanzees</i>, 114; from <i>Alice’s Adventures in Wonderland</i>, 368; “Mission Twinpossible,” 444, 446, 448; Other Resources: Common Core Companion, 349–350</p> <p><u>Additional Resources</u> SE/TE: “Hachiko: The True Story of a Loyal Dog,” 124; “The Fun They Had,” 244</p>
<p>Essential Skills and Knowledge</p>	
<ul style="list-style-type: none"> Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text. 	<p>SE/TE: Word Study: Synonyms and Antonyms, 56; Word Study: Word Relationships, 368; Standard English, Invented Language, and Syntax, 378; Author’s Style: Analogies, 427; Concept Vocabulary, 114, 138, 202, 238, 310, 362, 372, 380, 459; Academic Vocabulary, 275; Technical Vocabulary, 444, 446, 448</p> <p>TE only: Vocabulary Development, 297; Personalize for Learning, 298, 311</p>
<ul style="list-style-type: none"> Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning. 	<p>SE/TE: Word Study: Word Relationships, 368; Standard English, Invented Language, and Syntax, 378; Author’s Style: Analogies, 427</p> <p>TE only: Vocabulary Development, 297</p>
<p>L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). (SC, 6)</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “Predators,” 149; <i>The Phantom Tollbooth</i>, Act I, 310; Other Resources: Common Core Companion, 351–352</p>

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Essential Skills and Knowledge	
<ul style="list-style-type: none"> • Apply an understanding of connotation to judge word choice. 	SE/TE: Author’s Style: Word Choice and Tone, 149 TE only: Concept Vocabulary, 140; Word Choice, 332
<ul style="list-style-type: none"> • Use precise words to convey experiences and events. (See CCSS W.6.3d.) 	SE/TE: Language Development: Word Choice, 35; Word Choice for Style and Tone, 437
<ul style="list-style-type: none"> • Analyze professional, peer, and their own writing to determine how word choice contributes to meaning. 	SE/TE: Author’s Style: Word Choice and Tone, 149; Word Choice and Mood, 427; Language Development: Word Choice, 35; Analyze the Texts, 76; Close Read the Text, 112; Word Choice for Style and Tone, 437
Cluster: Vocabulary Acquisition and Use	
L6 CCR Anchor Standard	
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 an unknown term important to comprehension or expression.	
L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: Gallery of <i>Calvin and Hobbes</i> Comics, 26, 30; “Teens and Technology Share a Future,” 206, 212; Unit Introductions, 5, 93; Other Resources: Common Core Companion, 353–354 <i>In addition, students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i> <u>Additional Resources</u> <i>SE/TE: “The Internet of Things,” 224, 226; “Bored ... and Brilliant?,” 256, 258; The Phantom Tollbooth (media), 346, 349; “BBC Science Club: All About Exploration,” 430, 432; “Mission Twinpossible,” 444, 446, 448; Lewis & Clark, 476, 482; Unit Introductions: 187, 275, 403</i>

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<p align="center">Maryland College and Career Ready Curriculum Framework English Language Arts</p>	<p align="center">myPerspectives, Grade 6, ©2017</p>
<p>Essential Skills and Knowledge</p>	
<p>• Apply skills identified in CCSS L.6.4a, L.6.4b, L.6.4c, L.6.4d and L.6.5a, L.6.5b, L.6.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.</p>	<p>SE/TE: Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 12, 22, 42, 46, 50, 56, 60, 65, 68, 73, 100, 114, 118, 124, 138, 141, 144, 147, 162, 168, 194, 202, 214, 220, 238, 244, 248, 252, 282, 310, 312, 342, 362, 372, 376, 380, 384, 410, 426, 459; Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Media Vocabulary, 26, 30, 152, 160, 224, 226, 256, 258, 346, 349, 430, 432</p> <p>TE only: Concept Vocabulary, 43, 44, 52, 61, 62, 63, 70, 71, 1339, 140, 145, 146, 240, 241, 250, 251, 365, 368, 374, 381, 382</p>