

EMC *Mirrors & Windows*, Correlation to Common Core State Standards, Grade 6

English Language Arts Standards, Grade 6	EMC Pages That Cover the Standards
<i>Reading Standards for Literature</i>	
Key Ideas and Details	
RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from a text.	9, 11, 23, 39, 55, 66, 73, 94, 102, 147, 803
RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Theme: 5, 56, 66, 149, 150, 152, 156, 157, 159, 296, 805 Summary: 283, 349, 440, 560, 786, 799, 813
RL.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	5, 6, 7, 9, 12, 16, 17, 19, 22, 23, 213, 227, 621, 806
Craft and Structure	
RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine meaning: 170, 397, 486, 649, 814, 820, 821, Analyze word choice: 398, 408
RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	4–5, 6–7, 260–261, 376–377, 456–457, 542–543, 620–621, 702–703
RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.	5, 86, 94, 134, 135, 137, 140, 142, 147, 272, 285, 302, 311, 349, 806
Integration of Knowledge and Ideas	
RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	252–253, 636, 686, 892, 896
RL.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Not Applicable to Literature per CCSS guidelines

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RL.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	75–85, 95–102, 150–159, 171–182, 192–212, 213–227, 291–297, 303–309, 332–349, 398–408, 637–642, 732–751
Range of Reading and Level of Text Complexity	
RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	487, 547, 562, 572, 720, 799–813

Reading Standards for Informational Text

Key Ideas and Details

RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from a text.	269, 283, 290, 297, 302, 309, 319, 330, 343, 349, 391, 396, 408, 418, 425, 433
RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Central idea: 261, 286, 290, 291, 298, 378 Summary: 283, 349, 391
RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	262, 269, 297, 298, 349, 419, 425

Craft and Structure

RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	170, 397, 486, 649, 814, 820, 821
RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	260–261, 263, 283, 290, 297, 303, 376–377, 392
RI.6. Determine an author's point of view, or purpose, in a text and explain how it is conveyed in the text.	270, 272, 273, 276, 279, 282, 285, 291, 293, 344, 349

Integration of Knowledge and Ideas

RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	376–377, 386–391, 392–396, 427–433
RI.8. Trace and evaluate the arguments and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	261, 285, 291, 295, 298, 302, 303–305
RI.9. Compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person).	291–297, 303–309, 332–343, 344–349, 419–423

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Range of Reading and Level of Text Complexity	
RI.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263–269, 270–283, 286–290, 291–295, 306–309, 311–319, 321–330

Writing Standards

Text Types and Purposes	
<p>W.1. Write arguments to support claims with clear reasons and evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	290, 362–367, 370, 593, 867, 875
<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	39, 120–125, 442–447, 450, 571, 642, 688–693, 696, 784–791
<p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 	244–249, 463, 528–533, 564, 714, 867, 875
Production and Distribution of Writing	
<p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	120–125, 244–249, 362–367, 442–447, 528–633, 606–611, 688–693, 784–789
<p>W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	121–124, 245–248, 263–366, 443–446, 529–532, 607–610, 689–692, 785–788, 866–872

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W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	55, 102, 124, 248, 349, 366, 418, 446, 532, 610, 692, 788, 874
Research to Build and Present Knowledge	
W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	102, 302, 309, 744, 749, 754, 784, 794
W.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	784–791, 792–793, 876–886
W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	73, 94, 102, 120–125, 227, 269, 297, 330, 425, 478, 492, 521, 550, 574, 590, 600, 648, 721, 772
Range of Writing	
W.10. Write routinely over extended time frames (time for research reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Extended time frame: 120–125, 244–249, 362–367, 442–447, 528–633, 606–611, 688–693, 784–789 Shorter time frame: 73, 94, 102, 120–125, 227, 269, 297, 302, 309, 330, 425, 478, 492, 521, 550, 574, 590, 600, 648, 721, 744, 749, 754

Speaking and Listening

Comprehension and Collaboration	
SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	235, 283, 425, 478, 516, 571, 583, 590, 593, 602, 636, 642, 648
SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	126, 376–377, 386, 392, 427–428, 694, 792, 891
SL.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	302, 305, 368–369, 891, 895

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Presentation of Knowledge and Ideas	
SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	126–127, 252–253, 368–369, 534–535, 612–613, 694–695, 792–793
SL.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	127, 448–449, 793, 898
SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	126–127, 252–253, 368–369, 534–535, 612–613, 694–695, 792–793

Language Standards

Conventions of Standard English	
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronouns number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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.	124, 148, 284, 320, 366, 446, 532, 610, 692, 788, 834, 835, 836
L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.	124, 228, 350, 505, 855, 859, 849–854, 860–861
Knowledge of Language	
L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	228, 446, 532, 535, 613, 692, 766, 863–864, 867
Vocabulary Acquisition and Use	
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.	331, 397, 464, 486, 715, 814, 819
L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	67, 170, 331, 397, 457, 458, 486, 575, 649, 814, 819, 820–821, 829
L.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	67, 170, 331, 397, 486, 575, 649, 715

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Language Progressive Skills

Conventions of Standard English

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	284, 426, 835, 840, 846–847
L.3.3a. Choose words and phrases for effect.	124, 248, 364, 446, 492, 607, 610, 865
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	40, 830, 863–864, 862
L.4.1g. Correctly use frequently confused words.	575, 446, 532, 849–854
L.4.3a. Choose words and phrases to convey ideas precisely.	124, 248, 364, 446, 492, 607, 610
L.4.3b. Choose punctuation for effect.	103, 228, 505, 854–859
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	610, 837–838
L.5.2a. Use punctuation to separate items in a series.	129, 228, 855
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	284, 835
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.)	836, 841
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	124, 248, 366, 446, 532, 610, 692, 788
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	124, 228, 505, 855, 859
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.	228, 532, 692, 766, 863–864
L.6.3b. Maintain consistency in style and tone.	446, 535, 613, 867

Range of Text Types

Literature

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

adventure stories "The King of Mazy May"	236–242
historical fiction "The Bracelet" "The Dog of Pompeii"	151–157 192–201
mysteries "Lob's Girl"	9–23

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myths "Arachne" "The Twelve Labors of Hercules" "The Creation"	705–710 722–730 755–758
science fiction "All Summer in a Day" "The Fun They Had" "The Sand Castle"	75–81 82–85 95–99
realistic fiction "Lob's Girl" "The Goodness of Matt Kaizer" "The Circuit" "The All-American Slurp" "Eleven" "The Scribe" "Aaron's Gift" "La Bamba" "Tuesday of the Other June" "Ta-Na-E-Ka" "Zloteh the Goat"	11–22 27–38 43–49 57–65 69–71 87–93 104–111 112–118 135–146 161–168 183–190
allegories "The Affair of the Horns"	767–772
parodies "Dragon, Dragon"	229–235
satire "In Response to Executive Order 9066:"	158
graphic novels "The Adventures of Tintin: The Black Island"	438–440
Drama: Includes one-act and multi-act plays, both in written form and on film	
one-act plays "Do You Think I'm Crabby?"	645–647
multi-act plays <i>The Phantom Tollbooth</i>	650–686
Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	
narrative poems "Ode to La Tortilla" "The Walrus and the Carpenter" "Jabberwocky" "One Time" "Steps" "Jimmy Jet and His TV Set" "Good Hot Dogs" A Remarkable Adventure" "The Wreck of the Hesperus" "Street Corner Flight"	460–463 479–485 487–489 498–500 506–509 520–521 522–523 524–526 551–556 586–587

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lyrical poems "Abuelito Who" "Life Doesn't Frighten Me" "There Is No Word for Goodbye" "If You Should Go" "Arithmetic" "Break, Break, Break" "Almost Evenly Divided" "The Dream Keeper" "in Just-" "Child on Top of a Greenhouse"	465 475–477 493–494 496–497 501–504 511–513 514–516 543–544 547 562–564
free verse poems "Steps" "in Just-" "Child on Top of a Greenhouse" "Cynthia in the Snow" "Whale Breathing" "Spring is like a perhaps hand" "Blazing in Gold and quenching in Purple" "Regrets on the Way to an Airport" "A Minor Bird" "We grow accustomed to the Dark —"	507–508 547 562–564 565 570–571 572–573 576–578 588–589 598–599 601–602
sonnets "Mindful of you the sodden spring"	604
odes "Ode to La Tortilla"	460–463
ballads "The Wreck of the Hesperus"	551–556
epics from "The Hunting of the Snark"	783–788
Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	
personal essays "Why?" "A Sea Worry"	286–290 414–418
speeches from "The Need for Solidarity Among Ethnic Groups" from "There Is No Salvation for India"	298–299 303–305
opinion pieces from "All I Really Need to Know I Learned in Kindergarten" from "The Need for Solidarity Among Ethnic Groups" from "There Is No Salvation for India"	291–295 298–299 303–305
essays about art or literature "The Other Alice"	490

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biographies "Abd al-Rahman Ibrahima" "Satchel Paige" "Muddy Waters" from <i>The Blues Singer</i> from <i>Woman in the Mists</i>	270–280 332–339 405–408 423–425
memoirs "The Jacket" from <i>The Flight of Red Bird: The Life of Zitkala-Sa</i> from <i>The Pigman and Me</i> from <i>Woodson</i>	263–269 311–316 321–330 351–354
journalism "An Old Language Lives" "An Ancient Computer Surprises Scientists" "Hearing Under Siege" "A Breath of Fresh Air?"	306–309 389–391 394–396 434–437
historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience "The Shutout" "Little Rock, Arkansas" "The Five 'Wanderers' of the Ancient Skies" "Noise Levels"	340–343 344–347 378–385 392

Texts Illustrating the Complexity, Quality, and Range of Student Reading

NOTE: *Mirrors & Windows* offers high-quality literary works that were carefully chosen to enrich and enhance students' understanding of themselves and their world. Each unit in the program presents a diverse body of rich and relevant selections related to a particular theme or topic. The following texts represent the complexity, quality, and range of those selections.

Literature: Stories, Drama, Poetry

"The Walrus and the Carpenter" by Lewis Carroll (1872)	479–484
"Blazing in Gold and quenching in Purple" by Emily Dickinson (1864)	576–578
"All Summer in a Day" by Ray Bradbury (1954)	76–81
"Zlateh the Goat" by Isaac Bashevis Singer (1966)	183–189
"In the Fog" By Milton Geiger (1967)	623–634
"Life Doesn't Frighten Me" by Maya Angelou (2005)	474–477
"Arachne" retold by Olivia Coolidge (2008)	706–712

Informational Texts: Literary Nonfiction

"There is No Salvation for India" by Mohandas Gandhi (1915)	303–305
<i>The Pigman and Me</i> by Paul Zindel (1975)	321–329
from <i>Gorillas in the Mist</i> by Dian Fossey (1983)	419–422
"Satchel Paige" by Bill Littlefield (2004)	332–339
"A Sea Worry" by Maxine Hong Kingston (2009)	414–417

Mirrors & Windows

EMC's *Mirrors & Windows* **Common Core State Standards Edition** includes the **full** Range of Text Types for Grades 6–12 in **every** grade level!

Common Core State Standards Range of Text Types	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Literature							
Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels							
adventure stories	•	•	•	•	•	•	•
historical fiction	•	•	•	•	•	•	•
mysteries	•	•	•	•	•	•	•
myths	•	•	•	•	•	•	•
science fiction	•	•	•	•	•	•	•
realistic fiction	•	•	•	•	•	•	•
allegories	•	•	•	•	•	•	•
parodies	•	•	•	•	•	•	•
satire	•	•	•	•	•	•	•
graphic novels	•	•	•	•	•	•	•
Drama: Includes one-act and multi-act plays, both in written form and on film							
one-act plays	•	•	•	•	•	•	•
multi-act plays	•	•	•	•	•	•	•
Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics							
narrative poems	•	•	•	•	•	•	•
lyrical poems	•	•	•	•	•	•	•
free verse poems	•	•	•	•	•	•	•
sonnets	•	•	•	•	•	•	•
epics	•	•	•	•	•	•	•
Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience							
personal essays	•	•	•	•	•	•	•
speeches	•	•	•	•	•	•	•
opinion pieces	•	•	•	•	•	•	•
essays about art or literature	•	•	•	•	•	•	•
biographies	•	•	•	•	•	•	•
memoirs	•	•	•	•	•	•	•
journalism	•	•	•	•	•	•	•
historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	•	•	•	•	•	•	•