



**TODAY'S
OPEN COURT**

Grades K-6

Aligned with Common Core State Standards

For English Language Arts and Literacy in
History/Social Studies, Science & Technical Subjects

McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy

McGraw-Hill Education, with its long history of providing the highest quality language arts and literacy materials for educators, supports the common core standards initiative. McGraw-Hill Education has the experts and expertise in instruction and assessment to help implement the common core standards in a credible way.

- McGraw-Hill Education is an endorsing partner of the NGA/CCSSO common core initiative.
- McGraw-Hill Education supports the goal of producing a common core of voluntary state standards that are aligned with college and career expectations and that are reflective of cross-disciplinary skills such as critical thinking and problem solving.
- McGraw-Hill Education employs psychometricians, technologists, and curriculum and pedagogical experts. Together with our authors, they are deeply immersed in the latest research and developments concerning education reform.
- McGraw-Hill Education's research-based literacy programs align with the March 10, 2010 draft of the common core standards. We fully expect to correlate well to the final version of the common core standards.
- McGraw-Hill Education's significant investments in technology will enable a seamless augmentation and delivery of content.
- McGraw-Hill Education's formative testing capabilities will empower teachers to use data to guide student learning of common standards. Our summative assessment practice provides credible, independent measures of achievement that will support a new era of accountability. Our test development capabilities — from content creation through research and validation, to technology-enhanced delivery and reporting — are available to provide the valid and reliable measurement of student mastery of common core standards.

Common Core State Standards • GRADE 6

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

KEY

CCSLH

Common Core State Standards Literacy eHandbook

Reading for Literature

Key Ideas and Details

<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>UNIT 1: 24, 26, 28, 30, 34, 43 UNIT 2: 168, 170, 172, 175 UNIT 3: 339, 343, 354, 356, 364, 365 UNIT 4: 384, 388, 395, 444, 448, 451 UNIT 5: 542, 544, 549, 578, 580, 585 UNIT 6: 690, 692, 694, 695, 696, 697</p> <p>CCSLH: 1.1.A</p>
<p>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.</p>	<p>UNIT 1: 38, 42, 43, 44–45 UNIT 2: 169, 174, 175, 176–177 UNIT 3: 340, 342, 360, 364, 366–367 UNIT 4: 395, 396–397, 444, 449, 450 UNIT 5: 549, 550–551, 580, 586–587 UNIT 6: 697, 698–699</p> <p>CCSLH: 1.1.B, 1.1.C</p>
<p>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.</p>	<p>UNIT 1: 27, 31, 35, 43 UNIT 2: 171, 173, 175 UNIT 3: 337, 343, 353, 361, 363 UNIT 4: 387, 389, 451 UNIT 5: 543, 549 UNIT 6: 693</p> <p>CCSLH: 1.1.D</p>

Craft and Structure

<p>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.</p>	<p>UNIT 1: 29, 37 UNIT 2: 170, 258–259 UNIT 3: 335, 341, 355, 359 UNIT 4: 443 UNIT 5: 543, 547, 579, 580 UNIT 6: 702–703</p> <p>CCSLH: 1.2.A, 1.2.B</p>
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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.

UNIT 1: 37, 136–137
UNIT 2: 171, 174, 258–259
UNIT 3: 339, 363, 370/371–372/373
UNIT 4: 389, 394, 445, 449, 486–487
UNIT 5: 547, 581, 590–591
UNIT 6: 695, 702–703

CCSLH: 1.2.C, 1.2.D, 1.2.E

6. Explain how an author develops the point of view of the narrator or speaker in a text.

UNIT 1: 33
UNIT 4: 385, 441, 443
UNIT 6: 691, 697

CCSLH: 1.2.F

Integration of Knowledge and Ideas

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.

UNIT 1: 22
UNIT 2: 166
UNIT 3: 333, 350
UNIT 4: 383, 438, 486–487
UNIT 5: 540, 577, 590–591
UNIT 6: 688, 702–703

CCSLH: 1.3.A

8. (Not applicable to literature)

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.

UNIT 4: 452, 486–487

CCSLH: 1.3.B

Range of Reading and Level of Text Complexity

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.

UNIT 1: 22–45, 136–137
UNIT 2: 166–177, 258–259
UNIT 3: 332–345, 350–367, 370/371–372/373
UNIT 4: 382–397, 438–453, 486–487
UNIT 5: 540–551, 576–580, 590–591
UNIT 6: 688–699, 702–703

Reading selections in the Grade 6 Student Anthology and Leveled Readers in SRA *Imagine It!* fall within the recommended Lexile range 955–1155 required by the Common Core State Standards for grades 6–8.

Reading Standards for Informational Text**Key Ideas and Details**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

UNIT 1: 54, 71, 91, 107, 111, 131
UNIT 2: 149, 153, 159, 207, 231, 253
UNIT 3: 272, 281, 299, 320, 324, 325
UNIT 4: 417, 427, 431, 468, 476, 481
UNIT 5: 506, 507, 526, 533, 562, 569
UNIT 6: 613, 635, 657, 675, 679, 681

CCSLH: 2.1.A

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.

UNIT 1: 65, 67, 71
UNIT 2: 150, 158, 188, 245, 247, 251
UNIT 3: 291, 292, 293, 298, 309, 311
UNIT 4: 406, 411, 416
UNIT 5: 505, 518, 526, 532, 562
UNIT 6: 604, 609, 610, 668, 674, 680

CCSLH: 2.1.B, 2.1.C

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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).

UNIT 1: 103, 109, 125, 129
UNIT 2: 185, 191, 193
UNIT 3: 271, 319
UNIT 4: 407, 413, 429, 465, 467, 473
UNIT 5: 525, 527, 531, 561, 563, 583
UNIT 6: 603, 611, 623, 653, 655

CCSLH: 2.1.D

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

UNIT 1: 81, 89
UNIT 2: 187, 229–230
UNIT 3: 295, 313, 315, 321, 323
UNIT 4: 431
UNIT 5: 519, 523, 529, 585
UNIT 6: 605, 607, 649, 669, 671, 677

CCSLH: 2.2.A, 2.2.B

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.

UNIT 1: 54, 63, 69, 130, 134–135
UNIT 2: 151, 223, 243, 249
UNIT 3: 271, 273, 328–329, 346–347
UNIT 4: 407, 413, 463, 477
UNIT 5: 503, 507, 510–511, 562, 564–565
UNIT 6: 627, 633, 645, 660–661, 700–701

CCSLH: 2.2.C

6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

UNIT 1: 55, 61, 85, 87, 91, 127
UNIT 2: 241
UNIT 3: 297
UNIT 5: 581

CCSLH: 2.2.D

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Integration of Knowledge and Ideas

<p>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.</p>	<p>UNIT 1: 63, 69, 134–135 UNIT 2: 162–163, 199, 205, 243, 249 UNIT 3: 275, 284–285, 302–303, 346–347 UNIT 4: 398–399, 415, 420–421, 434–435, 472–473, 484–485 UNIT 5: 517, 530, 552–553, 562, 572–573, 588–589 UNIT 6: 614–615, 630–631, 638–639, 684–685</p> <p>CCSLH: 2.3.A</p>
<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>UNIT 1: 134–135 UNIT 2: 157, 227, 229, 234–235 UNIT 3: 277, 279 UNIT 4: 398–399 UNIT 6: 673</p> <p>CCSLH: 2.3.B</p>
<p>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).</p>	<p>UNIT 6: 654–657, 660–661</p> <p>CCSLH: 2.3.C</p>

Range of Reading and Level of Text Complexity

<p>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.</p>	<p>UNIT 1: 52–73, 78–93, 98–113, 118–133 UNIT 2: 146–161, 182–209, 214–233, 238–255 UNIT 3: 268–283, 288–301, 306–327 UNIT 4: 402–419, 424–433, 458–483 UNIT 5: 496–509, 514–535, 556–571, 581–587 UNIT 6: 600–613, 618–637, 642–659, 664–683</p> <p>Reading selections in the Grade 6 Student Anthology and Leveled Readers in SRA <i>Imagine It!</i> fall within the recommended Lexile range 955–1155 required by the Common Core State Standards for grades 6–8.</p>
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College and Career Readiness Anchor Standards for Writing***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.	UNIT 4: 399F–399G, 421F–421H, 435E–435G CCSLH: 5.1.A
a. Introduce claim(s) and organize the reasons and evidence clearly.	UNIT 4: 399F, 421H, 435E–435F CCSLH: 5.1.A
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	UNIT 4: 399F, 421F–421G, 435E–435F CCSLH: 5.1.A
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	UNIT 4: 399G, 435E–435G CCSLH: 5.1.A
d. Establish and maintain a formal style.	UNIT 4: 399F, 399H, 435G CCSLH: 5.1.A
e. Provide a concluding statement or section that follows from the argument presented.	UNIT 4: 399F, 421H, 435G CCSLH: 5.1.A
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	UNIT 1: 75E–75H, 95E–95F, 133I–133J, 141A UNIT 2: 163E–163H, 179E–179G UNIT 3: 285E–285F, 285H, 303E–303G, 329E–329G, 347G UNIT 5: 511E–511H, 537E–537G, 553F, 587G–587I, 595A UNIT 6: 615E–615H, 639E–639F CCSLH: 5.1.B

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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.

UNIT 1: 75E–75H, 133I
UNIT 2: 163E–163H
UNIT 3: 285E–285F, 303E–303G, 329E–329G
UNIT 5: 511E–511H, 587G–587I, 595A
UNIT 6: 615E–615H

CCSLH: 5.1.B

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

UNIT 1: 75H, 95E, 133J
UNIT 2: 179E–179F
UNIT 3: 285H, 303G, 329G, 347G
UNIT 5: 537E–537G, 587I, 595A
UNIT 6: 615H, 639E–639F

CCSLH: 5.1.B

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

UNIT 1: 95E–95F, 133J
UNIT 2: 176G
UNIT 3: 285H, 329G, 347G
UNIT 5: 511E–511H, 537G, 553F
UNIT 6: 639E–639F

CCSLH: 5.1.B

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

UNIT 1: 133J
UNIT 2: 163H, 179G
UNIT 3: 285H, 303G, 329G
UNIT 5: 537G, 587I
UNIT 6: 639E–639F

CCSLH: 5.1.B

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<p>e. Establish and maintain a formal style.</p>	<p>UNIT 1: 75H, 95E, 133J UNIT 2: 179E–179F UNIT 3: 285H, 303G, 329G, 347G UNIT 5: 537E–537G, 587I, 595^a UNIT 6: 615H, 639E–639F</p> <p>CCSLH: 5.1.B</p>
<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>UNIT 1: 95F, 141A UNIT 2: 179F UNIT 3: 285H, 303G, 329G, 347G UNIT 5: 537G, 587I, 595A UNIT 6: 639E–639F</p> <p>CCSLH: 5.1.B</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>UNIT 2: 211F–211H, 235E–235F UNIT 3: 367J, 377A UNIT 4: 455G–455H, 483G</p> <p>CCSLH: 5.1.C</p>
<p>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.</p>	<p>UNIT 2: 211F, 211G, 211H UNIT 3: 367J UNIT 4: 455G</p> <p>CCSLH: 5.1.C</p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>UNIT 2: 235E, 235F UNIT 3: 367J, 377A UNIT 4: 455H, 483G</p> <p>CCSLH: 5.1.C</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>UNIT 2: 235E UNIT 3: 367J, 377A UNIT 4: 455H, 483G</p> <p>CCSLH: 5.1.C</p>

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d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

UNIT 2: 235E
UNIT 3: 367J, 377A
UNIT 4: 455H, 483G

CCSLH: 5.1.C

e. Provide a conclusion that follows from the narrated experiences or events.

UNIT 2: 235E
UNIT 4: 483G

CCSLH: 5.1.C

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

UNIT 1: 49G–49H, 95E–95H, 115G–115H, 133J, 141B
UNIT 2: 163H, 179G, 235E–235F, 235H, 255I–255J
UNIT 3: 285H, 303G–303H, 329G–329H, 347G–347H, 367I, 377B
UNIT 4: 399F–399H, 421H, 435E–435F, 455H, 483J
UNIT 5: 537E–537G, 573F, 587I–587J, 595A–595B
UNIT 6: 615H, 639H, 661G, 685G–685H, 699I–699J, 707A

CCSLH: 5.2.A

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

UNIT 1: 49G–49H, 75E–75H, 95F–95G, 115E–115H, 141A–141B
UNIT 2: 179G–179H, 211E–211H, 235G–235H
UNIT 3: 285E–285H, 303E, 303H, 329E–329F, 329H, 377A–377B
UNIT 4: 399G–399H, 421E–421G, 435G–435H, 455E–455G, 483G–483I
UNIT 5: 511E–511H, 537H, 553E–553G, 573G–573H, 595B
UNIT 6: 615E–615G, 639G, 661E–661H, 685E–685H, 699G–699J, 707A–707B

CCSLH: 5.2.A

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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.

UNIT 1: 49H, 95H, 115H, 141B
UNIT 2: 179G, 235G, 263B
UNIT 3: 285H, 303H, 329H, 347H, 377B
UNIT 4: 399H, 435H, 483J, 491B
UNIT 5: 553H, 573H, 587J, 595B
UNIT 6: 639H, 661H, 685H, 699J, 707B

CCSLH: 5.2.A

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

UNIT 1: 49A–49D, 75A–75D, 95A–95D, 115A–115D, 133C–133F, 135A–135D
UNIT 2: 163A–163D, 179A–179D, 211A–211D, 235A–235D, 255C–255F, 257A–257D
UNIT 3: 285A–285D, 303A–303D, 329A–329D, 347A–347D, 367C–367F, 369A–369D
UNIT 4: 399A–399D, 421A–421D, 435A–435D, 455A–455D, 483C–483F, 485A–485D
UNIT 5: 511A–511D, 537A–537D, 553A–553D, 573A–573D, 587C–587F, 589A–589D
UNIT 6: 615A–615D, 639A–639D, 661A–661D, 685A–685D, 699C–699F, 701A–701D

CCSLH: 5.3.A

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.

UNIT 1: 115M, 115S, 1330, 133U
UNIT 2: 163E–163H, 211E–211H
UNIT 3: 303E–303G
UNIT 4: 421E–421H
UNIT 5: 511E–511H, 537E–537G, 587G–587I
UNIT 6: 615E–615H, 639E

CCSLH: 5.3.A

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

UNIT 2: 163G–163H, 179E–179F
UNIT 3: 367I–367J, 377A
UNIT 5: 587G–587H, 587I, 595A
UNIT 6: 615H, 639E

CCSLH: 5.3.B

a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

UNIT 3: 367I–367J, 377A
UNIT 5: 587G–587H, 587I

CCSLH: 5.3.B

b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

UNIT 2: 163G–163H, 179E–179F
UNIT 5: 587G–587H, 595A
UNIT 6: 615H, 639E

CCSLH: 5.3.B

Range of Writing

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.

UNIT 1: 49G, 75H, 95F–95G, 115E–115H, 133J
UNIT 2: 163H, 179E–179F, 211H, 235E–235F, 255I–255J
UNIT 3: 285H, 303G, 339G, 347G, 367J
UNIT 4: 399F, 421H, 435E–435F, 455H
UNIT 5: 537E–537F, 573F, 587I, 595A
UNIT 6: 615H, 639E, 661G, 685G, 699I, 707A

CCSLH: 5.1.A, 5.1.B, 5.1.C, 5.3.A, 5.4.A

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Comprehension and Collaboration

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.

UNIT 1: GS2, 43A, 71A, 84, 91A, 93A, 95A–95D, 111A, 131A, 141C–141H

UNIT 2: 154, 159A, 175A, 177A, 194, 200, 202, 207A, 211A–211D, 231A, 233A, 253A, 263C–263H

UNIT 3: 272, 276, 278, 280, 281A, 285M, 299A, 325A, 329A–329D, 343A, 365A, 377C–377H

UNIT 4: 394, 395A, 417A, 428, 431A, 433A, 435A–435D, 451A, 476, 481A, 483A, 491C–491H

UNIT 5: 500, 507A, 533A, 546, 549A, 551A, 553A–553D, 566, 569A, 585A, 587A, 595C–595H

UNIT 6: 611A, 626, 635A, 637A, 657A, 661A–661D, 661T, 681A, 696, 697A, 707C–707H

CCSLH: 7.1.A

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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.

UNIT 1: 43A, 71A, 91A, 111A, 131A
UNIT 2: 159A, 175A, 207A, 231A, 253A
UNIT 3: 281A, 299A, 325A, 343A, 365A
UNIT 4: 395A, 417A, 431A, 451A, 481A
UNIT 5: 507A, 533A, 549A, 569A, 585A
UNIT 6: 611A, 635A, 657A, 681A, 697A

CCSLH: 7.1.A

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

UNIT 1: GS2, 43A, 71A, 95A–95D, 111A, 131A
UNIT 2: 159A, 175A, 207A, 211A–211D, 231A, 253A
UNIT 3: 281A, 285M, 299A, 329A–329D, 343A, 365A
UNIT 4: 395A, 417A, 431A, 435A–435D, 451A, 481A
UNIT 5: 507A, 533A, 549A, 553A–553D, 569A, 585A
UNIT 6: 611A, 635A, 661A–661D, 661T, 681A, 697A

CCSLH: 7.1.A

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

UNIT 1: 43A, 71A, 84, 91A, 111A, 131A
UNIT 2: 154, 159A, 175A, 194, 200, 202
UNIT 3: 272, 276, 278, 280, 343A, 365A
UNIT 4: 394, 417A, 428, 451A, 476
UNIT 5: 500, 533A, 546, 549A, 566, 585A
UNIT 6: 611A, 626, 635A, 657A, 681A, 696

CCSLH: 7.1.A

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

UNIT 1: 43A, 71A, 73A, 93A, 111A, 141C–141H
UNIT 2: 159A, 175A, 177A, 207A, 233A, 263C–263H
UNIT 3: 281A, 283A, 325A, 343A, 365A, 377C–377H
UNIT 4: 395A, 417A, 433A, 451A, 483A, 491C–491H
UNIT 5: 507A, 533A, 551A, 569A, 587A, 595C–595H
UNIT 6: 611A, 637A, 657A, 681A, 697A, 707C–707H

CCSLH: 7.1.A

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<p>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.</p>	<p>UNIT 1: 18–19, 19I–19N, 134–135 UNIT 2: 142–143, 143I–143N, 162–163, 179M UNIT 3: 264–265, 265I–265N, 302–303, 329T, 346–347 UNIT 4: 378–379, 379I–379N, 399S, 421M, 472–473, 484–485 UNIT 5: 492–493, 493I–493N, 552–553, 537M, 572–573, 588–589 UNIT 6: 596–597, 597I–597N, 630–631, 638–639, 639M, 684–685</p> <p>CCSLH: 7.1.B</p>
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>UNIT 1: 95M UNIT 4: 399M, 435M UNIT 5: 573M UNIT 6: 685M</p> <p>CCSLH: 7.1.C</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>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.</p>	<p>UNIT 1: 133V, 135A–135C UNIT 2: 257A–257C UNIT 3: 369A–369C UNIT 4: 412M, 485A–485C UNIT 5: 573M, 573T, 589A–589C UNIT 6: 701A–701C</p> <p>CCSLH: 7.2.A</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>UNIT 1: 95M, 135A UNIT 2: 255O, 257A UNIT 3: 369A UNIT 4: 485A UNIT 5: 589A UNIT 6: 701A</p> <p>CCSLH: 7.2.A</p>

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

UNIT 2: 179M, 2550
UNIT 3: 303M, 347M
UNIT 6: 615M, 661M

CCSLH: 7.2.B

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>UNIT 1: 49K–49L, 75K–75L, 95K–95L, 115K–115L, 133M–133N UNIT 2: 163K–163L, 179K–179L, 211K–211L, 235K–235L, 255M–255N UNIT 3: 285K–285L, 303K–303L, 329K–329L, 347K–347L, 367M–367N, 377G UNIT 4: 399K–399L, 421K–421L, 435K–435L, 455K–455L UNIT 5: 511K–511L, 573K–573L, 587M–587N UNIT 6: 615K–615L, 639K–639L, 661K–661L, 685K–685L, 699M–699N</p> <p>CCSLH: 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F, 8.1.G, 8.1.H</p>
<p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>UNIT 3: 329K–329L, 377G UNIT 6: 661K</p> <p>CCSLH: 8.1.D</p>
<p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p>	<p>CCSLH: 8.1.D</p>
<p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p>	<p>UNIT 3: 329K–329L, 377G</p> <p>CCSLH: 8.1.D</p>
<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	<p>CCSLH: 8.1.D</p>

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<p>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.*</p>	<p>UNIT 1: 49K–49L, 75K–75L, 95K–95L, 115K–115L, 133M–133N UNIT 2: 179K–179L, 211K–211L, 235K–235L, 255M–255N, 255O, 255V UNIT 3: 285K–285L, 303K–303L, 329K–329L, 347K–347L, 367M–367N UNIT 4: 399K–399L, 421K–421L, 435K–435L, 455K–455L UNIT 5: 511K–511L, 573K–573L, 587M–587N UNIT 6: 615K–615L, 639K–639L, 661K–661L, 685K–685L, 699M–699N</p> <p>CCSLH: 8.1.H</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 49I–49J, 75I–75J, 95I–95J, 115I–115J, 133K–133L UNIT 2: 163I–163J, 179I–179J, 211I–211J, 235I–235J, 255K–255L, 255N, 255U, 263G UNIT 3: 285I–285J, 303I–303J, 329I–329J, 347I–347J, 367K–367L UNIT 4: 399I–399J, 421I–421J, 435I–435J, 455I–455J, 483K–483L UNIT 5: 511I–511J, 537I–537J, 553I–553J, 573I–573J, 587K–587L UNIT 6: 615I–615J, 639I–639J, 639L, 661I–661J, 685I–685J, 699K–699L</p> <p>CCSLH: 8.1.I, 8.1.J, 8.1.K</p>
<p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p>UNIT 2: 255N, 255U, 263G UNIT 6: 639L</p> <p>CCSLH: 8.1.J</p>
<p>b. Spell correctly.</p>	<p>UNIT 1: 49I–49J, 75I–75J, 95I–95J, 115I–115J, 133K–133L UNIT 2: 163I–163J, 179I–179J, 211I–211J, 235I–235J, 255K–255L UNIT 3: 285I–285J, 303I–303J, 329I–329J, 347I–347J, 367K–367L UNIT 4: 399I–399J, 421I–421J, 435I–435J, 455I–455J, 483K–483L UNIT 5: 511I–511J, 537I–537J, 553I–553J, 573I–573J, 587K–587L UNIT 6: 615I–615J, 639I–639J, 661I–661J, 685I–685J, 699K–699L</p> <p>CCSLH: 8.1.K</p>

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

UNIT 1: 115G, 115M, 115T
UNIT 2: 235E–235G, 255K–255L
UNIT 3: 303G, 377A
UNIT 4: 399E–399H, 421L, 421S, 435G, 455G–455H
UNIT 5: 537E–537G, 537K–537L, 537S, 573F, 587I
UNIT 6: 639E–639G, 661G, 685G, 699I

CCSLH: 8.2.A, 8.2.B, 8.2.C, 8.2.D

a. Vary sentence patterns for meaning, reader/listener interest, and style.*

UNIT 4: 421L, 421S
UNIT 5: 537K–537L, 537S
UNIT 6: 639F

CCSLH: 8.3.C

b. Maintain consistency in style and tone.*

UNIT 1: 115G, 115M, 115T
UNIT 2: 235E–235G, 255K–255L
UNIT 3: 303G, 377A
UNIT 4: 399E–399H, 435G, 455G–455H
UNIT 5: 537E–537G, 573F, 587I
UNIT 6: 639E–639G, 661G, 685G, 699I

CCSLH: 8.3.D

Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>UNIT 1: 20–21, 500–50R, 50–51, 760–76R, 76–77, 96–97, 116–117 UNIT 2: 144–145, 1640–164R, 164–165, 180–181, 212–213, 235M, 235S, 2360–236R, 236–237 UNIT 3: 266–267, 2860–286R, 286–287, 3040–304R, 304–305, 330–331, 348–349 UNIT 4: 380–381, 400–401, 422–423, 435M, 436–437, 4560–456R, 456–457, 4830, 483U UNIT 5: 494–495, 512–513, 5380–538R, 538–539, 554–555, 574–575 UNIT 6: 598–599, 616–617, 640–641, 662–663, 686–687</p> <p>CCSLH: 8.3.A, 8.3.B, 8.3.C, 8.3.D</p>
<p>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.</p>	<p>UNIT 1: 20–21, 50–51, 76–77, 96–97, 116–117 UNIT 2: 144–145, 164–165, 180–181, 212–213, 236–237 UNIT 3: 266–267, 286–287, 304–305, 330–331, 348–349 UNIT 4: 380–381, 400–401, 422–423, 436–437, 456–457 UNIT 5: 494–495, 512–513, 538–539, 554–555, 574–575 UNIT 6: 598–599, 616–617, 640–641, 662–663, 686–687</p> <p>CCSLH: 8.3.B</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>	<p>UNIT 1: 500–50R, 760–76R UNIT 2: 1640–164R, 2360–236R UNIT 3: 2860–286R, 286–287, 3040–304R UNIT 4: 380–381, 422–423, 4560–456R UNIT 5: 512–513, 5380–538R</p> <p>CCSLH: 8.3.C</p>
<p>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>UNIT 2: 235M, 235S UNIT 4: 435M, 4830, 483U</p> <p>CCSLH: 8.3.D</p>

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<p>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).</p>	<p>UNIT 1: 20–21, 96–97, 116–117 UNIT 2: 144–145, 180–181, 212–213, 236–237 UNIT 3: 304–305, 330–331, 348–349 UNIT 4: 380–381, 400–401, 456–457 UNIT 5: 494–495, 538–539, 574–575 UNIT 6: 598–599, 616–617, 662–663</p> <p>CCSLH: 8.3.A, 8.3.C</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>UNIT 1: 200–20R, 500–50R, 81, 89, 960–96R UNIT 3: 2660–266R, 313, 315, 321, 3300–330R, 3480–348R, 359 UNIT 4: 3800–380R, 4000–400R, 431, 4560–456R UNIT 5: 4940–494R, 5120–512R, 519, 523, 529, 585 UNIT 6: 5980–598R, 669, 671, 677</p> <p>CCSLH: 8.3.E, 8.3.F</p>
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>UNIT 1: 81, 89 UNIT 3: 313, 315, 321, 359 UNIT 4: 431 UNIT 5: 519, 523, 529, 585 UNIT 6: 669, 671, 677</p> <p>CCSLH: 8.3.E</p>
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>UNIT 1: 200–20R, 500–50R UNIT 3: 2660–266R, 3300–330R, 3480–348R UNIT 4: 3800–380R, 4000–400R, 4560–456R UNIT 5: 4940–494R</p> <p>CCSLH: 8.3.F</p>
<p>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>).</p>	<p>UNIT 1: 960–96R UNIT 5: 5120–512R UNIT 6: 5980–598R</p> <p>CCSLH: 8.3.F</p>

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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.

UNIT 1: 29, 61, 87, 111, 125, 131
UNIT 2: 1440–144R, 151, 169, 187, 2120–212R, 251
UNIT 3: 2660–266R, 273, 293, 3040–304R, 311, 341
UNIT 4: 387, 4000–400R, 411, 427, 4360–436R, 465
UNIT 5: 4940–494R, 503, 5120–512R, 517, 549, 563
UNIT 6: 6160–616R, 625, 6400–640R, 657, 673, 691

CCSLH: 8.3.G

Language Progressive Skills

Below are the grades 3–5 asterisked (*) Language standards indicated by CCSS to be particularly likely to require continued attention in grade 6 as they are applied to increasingly sophisticated writing and speaking.

Conventions of Standard English

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

UNIT 2: 179K–179L, 179S, 255M
UNIT 6: 639K, 639S

CCSLH: 8.1.C, 8.1.D

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

UNIT 1: 49K–49L, 49S
UNIT 4: 399K–399L, 399S
UNIT 6: 685L, 685S

CCSLH: 8.1.A

L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).

UNIT 1: 1160–166R, 120, 124, 133K–133L, 141C, 141G
UNIT 3: 330Q–330R, 336, 338, 347I–347J, 377C, 377G
UNIT 5: 538Q–538R, 546, 548, 5530, 595C
UNIT 6: 640Q–640R, 644, 650, 6610, 707C

CCSLH: 8.1.K

L.5.1d. Recognize and correct inappropriate shifts in verb tense.

UNIT 5: 573K–573L, 573S

CCSLH: 8.1.C

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L.5.2a. Use punctuation to separate items in a series.

UNIT 3: 285K–285L, 285S
UNIT 6: 661K

CCSLH: 8.1.J

Knowledge of Language

L.3.3a. Choose words and phrases for effect.

UNIT 1: 49M, 49T, 115M, 115T
UNIT 2: 187
UNIT 3: 347M, 347T, 355
UNIT 4: 435M, 483H, 483V
UNIT 5: 547, 573F, 579
UNIT 6: 615M, 615T, 649, 651, 661G, 677

CCSLH: 8.2.A

L.4.3a. Choose words and phrases to convey ideas precisely.

UNIT 2: 223
UNIT 3: 303H, 315, 335, 341, 347M, 347S
UNIT 4: 431, 435M, 483H, 483V
UNIT 6: 615M, 615T, 685G

CCSLH: 8.2.A

L.4.3b. Choose punctuation for effect.

UNIT 2: 255N, 255U, 263G
UNIT 4: 421L, 421S, 491G
UNIT 5: 537K
UNIT 6: 639L

CCSLH: 8.2.B

