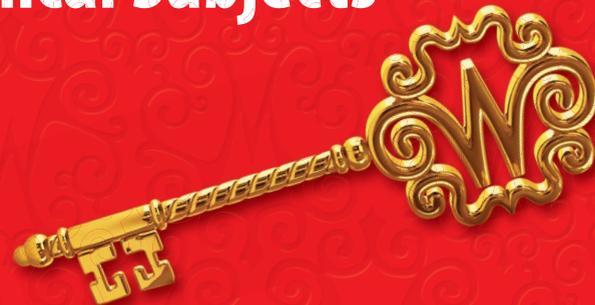




Common Core State Standards Correlations

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



College and Career Readiness Anchor Standards for READING

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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 (eg., 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.

Common Core State Standards English Language Arts

Grade 6

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	6	1

CCSS

CORRELATIONS

Reading Standards for Literature

Key Ideas and Details	McGraw-Hill Reading Wonders
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 26, 27, 28, 40, 41, 42, 43 Unit 2: 126, 129, 140, 141, 142, 155 Unit 3: 170, 171, 172, 184, 185 Unit 4: 270, 271, 284, 285, 299, 301 Unit 5: 314, 315, 328, 329, 330, 331 Unit 6: 442, 443, 444, 445</p> <p>LITERATURE ANTHOLOGY: Unit 1: 47 Unit 2: 133, 137, 141, 157, 161, 165 Unit 3: 183, 189, 193, 200, 207 Unit 4: 303, 319, 331 Unit 5: 335, 337, 343, 349, 366, 371 Unit 6: 441</p> <p>LEVELED READERS: Unit 1, Week 1: <i>Call Me Max</i> (O, EL L) Unit 2, Week 3: <i>The Ambassador</i> (O, EL L) Unit 3, Week 1: <i>Making Things Happen</i> (O, EL L) Unit 4, Week 3: <i>The Missing Swimsuit</i> (O, EL L) Unit 5, Week 1: <i>Thor's Journey to Utgard</i> (O, EL L) Unit 6, Week 5: <i>Liv's Vacation</i> (O, EL L)</p> <p>YOUR TURN PRACTICE BOOK: 9, 19, 29, 122</p> <p>READING WORKSTATION ACTIVITY CARDS: 17</p> <p>TEACHER'S EDITION: Unit 1: S14, 16, 18, 41, 48, 82, 112, 327 Unit 2: 144, 146, 153G, 176, 204, 208, 217J, 272 Unit 3: 16, 25I, 40, 49, 80, 82, 89D, 112 Unit 4: 144, 153D, 208, 240, 272, 296, 308 Unit 5: 16, 25H, 41, 48, 80, 82, 89F, 112 Unit 6: 272, 274, 281F, 285, 305, 308, 312, 326</p>
<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 39, 41 Unit 2: 155 Unit 3: 171, 185 Unit 4: 270, 271, 272, 273, 284, 285 Unit 6: 443</p> <p>LITERATURE ANTHOLOGY: Unit 1: 25, 47 Unit 2: 147, 169, 177 Unit 3: 193, 209 Unit 4: 301, 305, 312, 316, 321 Unit 5: 349, 371 Unit 6: 509</p> <p>LEVELED READERS: Unit 2, Week 5: <i>Just Like Pizarro</i> (A), <i>Nat's Treasure</i> (O, EL L) <i>Digging In</i> (B) Unit 3, Week 1: <i>Common Ground</i> (A), <i>Making Things Happen</i> (O, EL L) <i>Bringing Home the Circus</i> (B) Unit 3, Week 2: <i>Bear Country</i> (A), <i>Think Hard, Think Fast</i> (O), <i>The Yard Sale</i> (B) Unit 4, Week 3: <i>Mixed Messages</i> (A), <i>The Missing Swimsuit</i> (O, EL L) <i>Something Fishy</i> (B) Unit 4, Week 4: <i>Treasures from Tonga</i> (A), <i>So Many Stars</i> (O, EL L) <i>The Best Friends' Birthdays</i> (B) Unit 6, Week 5: <i>Chill Out</i> (A), <i>Liv's Vacation</i> (O, EL L) <i>Vasca's Log</i> (B)</p> <p>YOUR TURN PRACTICE BOOK: 9, 12, 19, 22, 25, 29, 72, 82, 102, 112, 172, 182, 202, 212</p> <p>READING WORKSTATION ACTIVITY CARDS: 6</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 8</p> <p>TEACHER'S EDITION: Unit 1: xii, S13, S14, 12, 13, 327 Unit 2: 276, 302, 303, 307, 311, 312 Unit 3: 20, 25C, 47, 49, 84, 89D, 111, 113 Unit 4: 146, 148, 175, 176, 210, 212, 217C, 239, 240 Unit 5: 12, 25N, 83, 89R, 157, 327 Unit 6: 276, 281B, 303, 304, 307, 311, 314</p>

Reading Standards for Literature

Key Ideas and Details

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

McGraw-Hill Reading Wonders

READING/WRITING WORKSHOP: Unit 1: 26, 27 41 Unit 2: 126,142 Unit 3: 170, 171,184, 185, 213 Unit 4: 270, 271, 272, 274, 284 Unit 5: 313, 315, 318, 329
LITERATURE ANTHOLOGY: Unit 1: 25, 29, 47, 49 Unit 2: 137 Unit 3: 209, 211 Unit 4: 305, 321, 325 Unit 5: 343, 349, 368, 371, 413
LEVELED READERS: Unit 1, Week 1: *Silver Linings* (A), *Call Me Max* (O, EL L.)*Into the Lion's Den* (B) Unit 1, Week 2: *The Sit-In* (A), *Judy's Dream* (O, EL L.)*Change the World, Step by Step* (B) Unit 5, Week 1: *Crow Brings Daylight* (A), *Thor's Journey to Utgard* (O, EL L.)*The Hero Twins* (B) Unit 5, Week 2: *Making Some News* (A), *The Secret Room* (O, EL L.)*The Promised Land* (B)
READING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4
TEACHER'S EDITION: Unit 1: 511, 512, 20, 25D, 48, 84, 89H, 110–111 Unit 2: 146, 148, 153D, 175, 179, 212, 214, 276 Unit 3: 13, 18, 20, 25B, 47, 82–83, 84, 110 Unit 4: 146, 153E, 176, 180, 238, 243, 247 Unit 5: 20, 25D, 84, 89I, 112, 120 Unit 6: 276, 302, 303, 312

Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

McGraw-Hill Reading Wonders

READING/WRITING WORKSHOP: Unit 1: 26, 40, 44 Unit 2: 129, 157 Unit 4: 301 Unit 5: 332 Unit 6: 444, 445
LITERATURE ANTHOLOGY: Unit 1: 24, 46 Unit 2: 147,169 Unit 3: 190, 192, 204 Unit 4: 320, 329 Unit 5: 370, 371 Unit 6: 509
LEVELED READERS: Unit 3, Week 1: *Common Ground* (A), *Making Things Happen* (O, EL L.)*Bringing Home the Circus* (B) Unit 4, Week 5: *The Go-Kart* (A), *Team Robot Ninja* (O, EL L.)*The Hardest Lesson* (B) Unit 5, Week 2: *Making Some News* (A), *The Secret Room* (O, EL L.)*The Promised Land* (B) Unit 6, Week 5: *Liv's Vacation* (O, EL L.)*Vasca's Log* (B)
YOUR TURN PRACTICE BOOK: 12
READING WORKSTATION ACTIVITY CARDS: 28
WRITING WORKSTATION ACTIVITY CARDS: 15
TEACHER'S EDITION: Unit 1: 18, 24, 25G, 57, 82, 83, 89D, 125 Unit 2: 145, 152, 153H, 153O, 182, 278, 301, 317 Unit 3: 25C, 25F, 25G, 86, 89C, 89J Unit 4: 153C, 166, 189, 217B, 217H, 280 Unit 5: 86, 88, 89C, 89G, 109, 113, 114 Unit 6: 280, 281C, 281D, 295, 301, 303, 310, 317

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

READING/WRITING WORKSHOP: Unit 1: 26, 27 42 Unit 2: 128, 155 Unit 3: 172, 174, 213 Unit 4: 271, 272, 285, 286, 298 Unit 5: 315, 329 Unit 6: 442, 443, 444
LITERATURE ANTHOLOGY: Unit 1: 13, 24, 38, 47 Unit 2: 168, 169, 177 Unit 3: 193, 208, 209 Unit 4: 305, 321 Unit 5: 349
LEVELED READERS: Unit 1, Week 1: *Silver Linings* (A) Unit 1, Week 2: *The Sit-In* (A), *Judy's Dream* (O, EL L.)*Change the World, Step by Step* (B) Unit 2, Week 5: *Just Like Pizarro* (A), *Digging In* (B) Unit 3, Week 1: *Common Ground* (A), *Making Things Happen* (O, EL L.)*Bringing Home the Circus* (B) Unit 3, Week 2: *Bear Country* (A) Unit 4, Week 3: *The Missing Swimsuit* (O, EL L.)*Something Fishy* (B) Unit 4, Week 4: *So Many Stars* (O) Unit 6, Week 5: *Chill Out* (A), *Liv's Vacation* (O, EL L.)
YOUR TURN PRACTICE BOOK: 9, 12, 19, 92
READING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 22
WRITING WORKSTATION ACTIVITY CARDS: 7, 9
TEACHER'S EDITION: Unit 1: 511, 20, 25D, 84, 86, 89O Unit 2: 150, 153B, 153O, 176, 274, 278, 281B Unit 3: xii, 22, 25B, 89G, 89K Unit 4: 148, 150, 153E, 153G, 212, 214, 217G, 274 Unit 5: 20, 40, 48, 51, 52, 55, 58, 84 Unit 6: 274, 278, 281B, 313

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

READING/WRITING WORKSHOP: Unit 1: 28 Unit 2: 127,141 Unit 3: 186 Unit 4: 299
LITERATURE ANTHOLOGY: Unit 2: 147, 169 Unit 4: 329
LEVELED READERS: Unit 2, Week 3: *The Toolmaker* (A), *The Ambassador* (O, EL L.)*Chihul's Secret* (B) Unit 2, Week 4: *Wrought by Fire* (A), *The Little Golden Llama* (O, EL L.)*The Mark* (B) Unit 4, Week 5: *The Go-Kart* (A), *Team Robot Ninja* (O, EL L.)*The Hardest Lesson* (B)
YOUR TURN PRACTICE BOOK: 72, 82, 192
READING WORKSTATION ACTIVITY CARDS: 5
TEACHER'S EDITION: Unit 1: 513, 514, 14, 22, 23, 52–53 Unit 2: 148, 153C, 176, 179, 212, 217D, 240, 243 Unit 3: 76, 86, 87 Unit 4: 217D, 276, 281B, 296–297, 304, 307, 308, 314 Unit 5: 89C, 89Q, 89T Unit 6: xii

Reading Standards for Literature

Integration of Knowledge and Ideas		McGraw-Hill Reading Wonders
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they ^a see ^o and ^a hear ^o when reading the text to what they perceive when they listen or watch.	<p>READING/WRITING WORKSHOP: Unit 6: 444</p> <p>LITERATURE ANTHOLOGY: Unit 1: 10–23, 30–45 Unit 2: 130–145, 152–167, 174–177 Unit 3: 180–191, 196–207 Unit 4: 294–303, 310–319, 326–329 Unit 5: 332–347, 354–369 Unit 6: 506–509</p> <p>READING WORKSTATION ACTIVITY CARDS: 7, 21</p> <p>TEACHER'S EDITION: Unit 1: 327 Unit 2: 326 Unit 4: 326 Unit 6: 326</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>MEDIA: LISTENING LIBRARY: Unit 1, Week 1: <i>Little Blog on the Prairie</i> Unit 1, Week 2: <i>The Mostly True Adventure of Homer P. Figg</i> Unit 2, Week 3: <i>Roman Diary</i> Unit 2, Week 4: <i>A Single Shard</i> Unit 2, Week 5: "Majestic," "Mummy," "Clay" Unit 3, Week 1: <i>How Lola Came to Visit Stay</i> Unit 3, Week 2: <i>Lizzie Bright and the Buckminster Boy</i> Unit 4, Week 3: <i>The Case of the Magic Marker Mischief Maker: A Mickey Rangel Mystery</i> Unit 4, Week 4: <i>Home of the Brave</i> Unit 4, Week 5: "This Is Just to Say," "to Mrs. Garcia, in the Office," "to Thomas" Unit 5, Week 1: <i>The Hero and the Minotaur</i> Unit 5, Week 2: <i>Elijah of Buxton</i> Unit 6, Week 5: "To You," "Ode to Pablo's Tennis Shoes"</p> <p>STUDENT PRACTICE: READER'S THEATER: Unit 1: "Recycling: Taming the Plastic Monster!" Unit 2: "The Case of the Uncooled Eggs" Unit 3: "A Visit from an Ancient Pharaoh" Unit 4: "Tennessee To mado" Unit 5: "Samantha Smith: Ambassador of Goodwill" Unit 6: "A Steel Drivin' Man"</p>
RL.6.8	(Not applicable to literature)	(Not applicable to literature)
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<p>READING/WRITING WORKSHOP: Unit 2: 128, Unit 4: 286, 298 Unit 6: 403, 442</p> <p>LITERATURE ANTHOLOGY: Unit 1: 49 Unit 2: 173, 179 Unit 3: 195, 211, 229 Unit 4: 325 Unit 5: 353, 375, 413 Unit 6: 441</p> <p>LEVELED READERS: Unit 1, Week 1: <i>Silver Linings (A), Into the Lion's Den (B)</i> Unit 2, Week 3: <i>The Toolmaker (A), The Ambassador (O, EL L) Chihul's Secret (B)</i> Unit 3, Week 1: <i>Common Ground (A), Making Things Happen (O, EL L) Bringing Home the Circus (B)</i>, Unit 4, Week 4: <i>Treasures from Tonga (A), So Many Stars (O, EL L) The Best Friends' Birthdays (B)</i> Unit 5, Week 1: <i>Crow Brings Daylight (A), Thor's Journey to Utgard (O, EL L) The Hero Twins (B)</i></p> <p>READING WORKSTATION ACTIVITY CARDS: 8, 16</p> <p>TEACHER'S EDITION: Unit 1: 25R, 41, 53, 89S, 93, 105, 113, 117, 123 Unit 2: 153T, 157, 169, 177, 181, 217T, 221, 233, 245, 285 Unit 3: 29, 41, 49, 53, 59, 89O, 105, 113, 117, 123 Unit 4: 153A–153B, 153P, 217N, 221, 233, 241, 245, 285 Unit 5: 29, 41, 49, 53, 89T, 93, 105, 113, 117, 123 Unit 6: 25V, 217V, 285</p>
Range of Reading and Level of Text Complexity		McGraw-Hill Reading Wonders
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>READING/WRITING WORKSHOP: These Units reflect the range of text complexity found throughout the book</p> <p>Unit 2, Week 5: "Ozymandias" and "Lifelong Friends," 151–153 Unit 4, Week 3: "Treasure in the Attic," 266 Unit 5, Week 1: "Thunder Helper," 310 Unit 5, Week 2: "Journey to Freedom," 324</p> <p>LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book.</p> <p>Unit 2, Week 5: "Majestic," "Mummy," and "Clay," 174–177 Unit 4, Week 3: <i>The Case of the Magic Marker Mischief Maker: A Mickey Rangel Mystery</i>, 294 Unit 5, Week 1: <i>The Hero and the Minotaur</i>, 332 Unit 5, Week 2: <i>Elijah of Buxton</i>, 354</p> <p>LEVELED READERS: Unit 2, Week 5: <i>Digging In (B)</i> Unit 4, Week 3: <i>Something Fishy (B)</i> Unit 5, Week 1: <i>The Hero Twins (B)</i> Unit 5, Week 2: <i>The Promised Land (B)</i></p> <p>YOUR TURN PRACTICE BOOK: 93, 173, 174, 203, 204, 213, 214</p> <p>READING WORKSTATION ACTIVITY CARDS: 8, 19, 20, 21, 22, 30</p> <p>TEACHER'S EDITION: Unit 1: 16–17, 25A–25P, 80–81, 89A–89R Unit 2: 144–145, 153A–153R, 208–209, 217A–217R, 272–273, 281A–281D Unit 3: 16–17, 25A–25N, 80–81, 89A–89N Unit 4: 144–145, 153A–153L, 208–209, 217A–217L, 272–273, 281A–281D Unit 5: 16–17, 25A–25R, 80–81, 89A–89R Unit 6: 272–273, 281A–281D, 281E–281F</p>

Reading Standards for Informational Text

Key Ideas and Details		McGraw-Hill Reading Wonders
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>READING/WRITING WORKSHOP: Unit 1: 53, 54–55, 56, 67, 68–69, 70–71, 82, 83, 84, 85 Unit 2: 98, 99, 100, 101, 105, 113, 114 Unit 3: 197, 198, 199, 200, 201, 211, 212, 213, 214, 215, 227, 228, 229 Unit 4: 242, 243, 244, 245, 256, 257, 258, 259 Unit 5: 342, 343, 344, 345, 356, 357, 358, 359, 370, 371, 372, 373 Unit 6: 386, 387, 388, 389, 400, 401, 402, 403, 414, 415, 416, 417, 429, 430, 431</p> <p>LITERATURE ANTHOLOGY: Unit 1: 55, 67, 74 Unit 2: 101, 105, 113, 119, 123 Unit 3: 222, 225, 241, 255 Unit 4: 263, 269, 280, 284 Unit 5: 383, 386, 389, 400, 403, 406, 417 Unit 6: 430, 456, 459, 474, 499, 501</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, EL L B) Unit 2, Week 1: <i>Lost in Time</i> (A, O, EL L B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, EL L B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, EL L B) Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, EL L B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 32, 39, 52, 62, 122, 123, 132, 142, 152, 162, 222, 232, 243, 252, 272</p> <p>READING WORKSTATION ACTIVITY CARDS: 17, 18, 20,</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 8, 11, 16, 17, 26, 28</p> <p>TEACHER'S EDITION: Unit 1: S24, 146, 153G, 210, 217T, 274, 285 Unit 2: 18, 20, 48, 89G, 112, 153G Unit 3: 217G, 217R, 275, 285, 304 Unit 4: 17, 18, 25L, 76, 82, 89F, Unit 5: 146, 153H, 204, 210, 217G, 285 Unit 6: 12, 18, 25E, 82, 89E, 153K, 217G</p>
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>READING/WRITING WORKSHOP: Unit 1: 55, 69 Unit 2: 99, 113, 114 Unit 3: 198, 212, 227 Unit 5: 370 Unit 6: 387, 400, 414, 415, 428</p> <p>LITERATURE ANTHOLOGY: Unit 1: 67, 87, 91 Unit 2: 113, 127 Unit 3: 215, 219, 225, 237, 240, 245, 253 Unit 4: 273, 289 Unit 5: 389, 415 Unit 6: 433, 437, 459, 465, 467, 479, 488, 495, 501</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, EL L B) Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, EL L B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, EL L B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, EL L B) Unit 3, Week 5: <i>A World of Water</i> (A, O, EL L, B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B) Unit 6, Week 3: <i>Adventure Under the Ice</i> (A, O, EL L B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 32, 39, 52, 62, 122, 132, 142, 152, 162, 222, 232, 252, 272</p> <p>READING WORKSTATION ACTIVITY CARDS: 9, 14</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 9, 10, 16, 17, 27</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4</p> <p>TEACHER'S EDITION: Unit 1: S23, S24, 148, 177, 179, 212, 241, 243 Unit 2: 25L, 25P, 89L, Unit 3: 146, 210, 276, 281C, 305, 307 Unit 4: 12, 25R, 89N Unit 5: 153E, 217K, 274, 281B, 304, 307 Unit 6: 20, 25D, 49, 146, 148, 153C, 177, 179, 210</p>
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p>READING/WRITING WORKSHOP: Unit 2: 113 Unit 3: 198, 213, 214, 228 Unit 4: 243, 244, 256, 258, 274 Unit 5: 343, 344 Unit 6: 372, 386, 388, 401, 402, 428, 429</p> <p>LITERATURE ANTHOLOGY: Unit 1: 67, 79, 87 Unit 2: 127 Unit 3: 245, 249, 251 Unit 4: 289 Unit 6: 437, 445, 457, 478, 479</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, EL L B) Unit 3, Week 5: <i>A World of Water</i> (A, O, EL L B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, EL L B) Unit 4, Week 2: <i>Against the Odds</i> (A, O, EL L B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, EL L B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B) Unit 6, Week 3: <i>Adventure Under the Ice</i> (A, O, EL L B)</p> <p>READING WORKSTATION ACTIVITY CARDS: 9, 10, 11, 12, 13, 14</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 7, 15, 16</p> <p>TEACHER'S EDITION: Unit 1: 144, 208, 274, 305 Unit 2: 25D, 84, 89L, 93, 111, 120 Unit 3: 146, 212, 217C Unit 4: 20, 25K, 82, 84, 112 Unit 5: 148, 184, 209, 217K, 278 Unit 6: 18, 22, 84, 150, 212</p>

Reading Standards for Informational Text

Craft and Structure		McGraw-Hill Reading Wonders
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>READING/WRITING WORKSHOP: Unit 1: 71, 75 Unit 3: 215 Unit 4: 259 Unit 5: 359, 373 Unit 6: 403</p> <p>LITERATURE ANTHOLOGY: Unit 1: 67 Unit 2: 112, 113 Unit 4: 289 Unit 5: 417 Unit 6: 459, 501</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) Unit 4, Week 2: <i>Against the Odds</i> (A, O, EL L B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, EL L B) Unit 5, Week 5: <i>A Microscopic World</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 197</p> <p>READING WORKSTATION ACTIVITY CARDS: 28</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 20</p> <p>TEACHER'S EDITION: Unit 1: 153R, 216, 217L, 232 Unit 2: 24, 25C, 89I, Unit 3: 153E, 216, 249, 253 Unit 4: 25P, 61, 88, 89B, 89C, 89H Unit 5: 153C, 216, 217C, 280, 301, 306 Unit 6: 24, 89N, 125, 189, 253</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>CARDS: VISUAL VOCABULARY CARDS: Unit 1: 17–24, 25–32, 33–40 Unit 2: 41–48, 49–56 Unit 3: 93–100, 101–108, 109–116 Unit 4: 117–123, 124–132 Unit 5: 169–176, 177–184, 185–192 Unit 6: 193–200, 201–208, 209–216, 217–224</p>
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p>READING/WRITING WORKSHOP: Unit 1: 84 Unit 2: 99, 113 Unit 3: 198, 213 Unit 5: 346, 356, 357 Unit 6: 388, 401, 416, 429</p> <p>LITERATURE ANTHOLOGY: Unit 1: 87 Unit 2: 113, 127 Unit 3: 225 Unit 4: 272, 273 Unit 5: 389, 411 Unit 6: 459</p> <p>LEVELED READERS: Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, EL L B) Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, EL L B) Unit 3, Week 5: <i>A World of Water</i> (A, O, EL L B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, EL L B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B) Unit 6, Week 3: <i>Adventure Under the Ice</i> (A, O, EL L B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, EL L B)</p> <p>READING WORKSTATION ACTIVITY CARDS: 10, 11, 12, 13</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 11, 12, 13, 19</p> <p>TEACHER'S EDITION: Unit 1: S21, S23, 153U, 217E Unit 2: 20, 25G, 48, 84, 89L, 112 Unit 3: 148, 153F, 176, 179, 212, 217J, 233, 243 Unit 4: 25D, 25K, 25Q, 89D, 89H, 89P, 120 Unit 5: 148, 153G, 176, 179, 212, 217C, 243, 249 Unit 6: 84, 89C, 112, 115, 212, 217C, 243, 249</p>
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<p>READING/WRITING WORKSHOP: Unit 1: 83 Unit 2: 113 Unit 3: 200 Unit 4: 242, 257 Unit 5: 358, 371 Unit 6: 404</p> <p>LITERATURE ANTHOLOGY: Unit 1: 66, 86, 87, 95 Unit 2: 112, 126 Unit 3: 224, 244 Unit 4: 272, 273, 288, 289 Unit 5: 388, 417 Unit 6: 436, 458, 478, 500</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, EL L B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, EL L B) Unit 4, Week 2: <i>Against the Odds</i> (A, O, EL L B) Unit 5, Week 5: <i>A Microscopic World</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 42, 45, 152, 162, 242</p> <p>READING WORKSTATION ACTIVITY CARDS: 18</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 21</p> <p>TEACHER'S EDITION: Unit 1: S25, 276, 281E, 304, 307 Unit 2: 25I, 89K Unit 3: 89O, 150, 151, 176 Unit 4: 20, 21, 25D, 48, 51, 84, 89C, 112, 115 Unit 5: 276, 277, 304, 307 Unit 6: 89Q, 209, 328, 350</p>

Reading Standards for Informational Text

Integration of Knowledge and Ideas	McGraw-Hill Reading Wonders
<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 56, 70, 84 Unit 2: 100, 104, 105, 113, 114 Unit 3: 228 Unit 4: 244, 258 Unit 5: 344, 358, 372 Unit 6: 388, 402, 416, 430 LITERATURE ANTHOLOGY: Unit 1: 74 Unit 2: 113 Unit 3: 224, 253 Unit 4: 272 Unit 5: 388 Unit 6: 436 LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, EL L B) Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, EL L B) Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, EL L B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, EL L B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B) Unit 6, Week 2: <i>Blown Away: When Krakatoa Exploded</i> (A, O, EL L B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, EL L B) READING WORKSTATION ACTIVITY CARDS: 14, 15 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 3, 10, 16 TEACHER'S EDITION: Unit 1: 150, 153D, 214, 217I, 278, 304 Unit 2: 22, 25C, 86, 329, 330 Unit 3: 153B, 153I, 278, 328, 329 Unit 4: 22, 25K, 48, 86, 89D, 112, 122 Unit 5: 150, 214, 217K, 278 Unit 6: 22, 25C, 49, 150, 153I, 214 217F www.connected.mcgraw-hill.com: RESOURCES MEDIA: VIDEOS: Unit 1, Week 3: <i>Living Environments</i> Unit 1, Week 4: <i>Surface Changes</i> Unit 1, Week 5: <i>Money Matters</i> Unit 2, Week 1: <i>Cradles of Civilization</i> Unit 2, Week 2: <i>Democratic Concepts</i> Unit 3, Week 3: <i>Inspired Work</i> Unit 3, Week 4: <i>Being the First</i> Unit 3, Week 5: <i>Green Means Clean</i> Unit 4, Week 1: <i>Responding to Disaster</i> Unit 4, Week 2: <i>Rising to the Challenge</i> Unit 5, Week 3: <i>The Importance of Innovation</i> Unit 5, Week 4: <i>Breakthrough Discoveries</i> Unit 5, Week 5: <i>Better Ways to Explore</i> Unit 6, Week 1: <i>Relying on Nature</i> Unit 6, Week 2: <i>Gateways to History</i> Unit 6, Week 3: <i>Scientific Adventures</i> Unit 6, Week 4: <i>Astonishing Discoveries</i> TIME FOR KIDS ONLINE ARTICLES: Unit 1: "Teen Tanning" Unit 2: "Who Owns History?" Unit 3: "Elephant Camp" Unit 4: "Revved Up" Unit 5: "Eye on the Sky" Unit 6: "World Wonders in Danger"</p>
<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 83 Unit 4: 243, 257 Unit 5: 371, 372 LITERATURE ANTHOLOGY: Unit 1: 95 Unit 4: 289 LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) READING WORKSTATION ACTIVITY CARDS: 18, 25 WRITING WORKSTATION ACTIVITY CARDS: 5 TEACHER'S EDITION: Unit 1: 526, 276, 307, 329 Unit 2: 328, 329 Unit 3: 93, 305, 313, 328, 329 Unit 4: xii, 25M, 89P, 328, 329 Unit 5: 153P, 274, 276, 302, 303 Unit 6: 153M, 328, 329</p>
<p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>LITERATURE ANTHOLOGY: Unit 1: 98 Unit 2: 129 Unit 4: 309 Unit 6: 461 LEVELED READERS: Unit 2, Week 2: <i>Everybody Counts</i> (A, O, EL L B) Unit 5, Week 5: <i>A Microscopic World</i> (A, O, EL L B) Unit 6, Week 2: <i>Blown Away: When Krakatoa Exploded</i> (A, O, EL L B) READING WORKSTATION ACTIVITY CARDS: 16 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 16 TEACHER'S EDITION: Unit 1: 525, 526, 29, 157, 221, 241, 245 Unit 2: 29, 93, 328, 329 Unit 3: 93, 157, 221, 285 Unit 4: 275, 25T, 29, 157, 285, 329 Unit 5: 157, 284, 285, 329 Unit 6: 29, 89S–89T, 93, 157, 221</p>

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

McGraw-Hill Reading Wonders

RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING/WRITING WORKSHOP: These Units reflect the range of text complexity found throughout the book
Unit 3, Week 4: “Marian Anderson: Struggles and Triumphs,” 208 **Unit 4, Week 2:** “She Had to Walk Before She Could Run,” 252 **Unit 5, Week 4:** “Light Detectives,” 352 **Unit 6, Week 2:** “The Great Fire of London,” 396 **Unit 6, Week 3:** “Researcher to the Rescue,” 410
LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book.
Unit 3, Week 4: *Major Taylor: Champion Cyclist*, 230 **Unit 4, Week 2:** *Seeing Things His Own Way*, 276 **Unit 5, Week 4:** *Planet Hunter*, 394 **Unit 6, Week 2:** *The Great Fire*, 442 **Unit 6, Week 3:** *Extreme Scientists*, 462
LEVELED READERS: **Unit 3, Week 4:** *Beyond Expectations (B)* **Unit 4, Week 2:** *Against the Odds (B)* **Unit 5, Week 4:** *Looking Further: The Hubble Telescope (B)* **Unit 6, Week 2:** *Blown Away: When Krakatoa Exploded (A, O, EL L B)* **Unit 6, Week 3:** *Adventure Under the Ice (A, O, EL L B)*
YOUR TURN PRACTICE BOOK: 33–34, 43–44, 53–54, 63–64, 123–124, 133–134, 143–144, 153–154, 163–164, 223–224, 233–234, 243–244, 253–254, 263–264, 273–274, 283–284
READING WORKSTATION ACTIVITY CARDS: 20, 30
TEACHER’S EDITION: **Unit 1:** 144–145, 153A–153R, 208–209, 217A–217P, 272–273, 281A–281D **Unit 2:** 16–17, 25A–25P, 80–81, 89A–89L **Unit 3:** 144–145, 153A–153N, 208–209, 217A–217P, 272–273, 281A–281D **Unit 4:** 16–17, 25A–25R, 80–81, 89A–89N **Unit 5:** 144–145, 153A–153N, 208–209, 217A–217P, 272–273, 281A–281D **Unit 6:** 16–17, 25A–25R, 80–81, 89A–89R, 144–145, 153A–153R, 208–209, 217A–217P
www.connected.mcgraw-hill.com: **RESOURCES**
TIME FOR KIDS ONLINE ARTICLES: **Unit 1:** “Teen Tanning” **Unit 2:** “Who Owns History?” **Unit 3:** “Elephant Camp” **Unit 4:** “Revved Up” **Unit 5:** “Eye on the Sky”

CCSS

CORRELATIONS

College and Career Readiness Anchor Standards for WRITING

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

CCSS Common Core State Standards
English Language Arts

Grade 6

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	6	1



CORRELATIONS

Writing Standards

Text Types and Purposes

McGraw-Hill Reading Wonders

W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	YOUR TURN PRACTICE BOOK: 139, 189 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 13, 20 WRITING WORKSTATION ACTIVITY CARDS: 5, 14, 27, 28 TEACHER'S EDITION: Unit 1: 221 Unit 2: 221 Unit 3: 29, 93, 286–287, 288, 318, 329, 344–345, 350–351 Unit 4: 32–33, 221 Unit 5: 158, 160, 222, 224, 225 Unit 6: 93, 344, 345, 350, 351
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	YOUR TURN PRACTICE BOOK: 139, 150, 189, 279 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 13, 18, 20 WRITING WORKSTATION ACTIVITY CARDS: 4, 14, 27, 28 TEACHER'S EDITION: Unit 1: 221 Unit 3: 29, 93, 329, 346, 350, 352 Unit 5: 29 Unit 6: 29, 285, 346
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	WRITING WORKSTATION ACTIVITY CARDS: 27, 28 TEACHER'S EDITION: Unit 1: 286, 288, 289 Unit 3: 351, 353 Unit 4: 94, 96, 221 Unit 5: 158–160, 161 Unit 6: 160–161, 352, 353

Writing Standards

Text Types and Purposes		McGraw-Hill Reading Wonders
W.6.1d	Establish and maintain a formal style.	READING WORKSTATION ACTIVITY CARDS: 27 WRITING WORKSTATION ACTIVITY CARDS: 28 TEACHER'S EDITION: Unit 3: 224, 350, 353 Unit 6: 344, 352
W.6.1e	Provide a concluding statement or section that follows from the argument presented.	YOUR TURN PRACTICE BOOK: 139 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 18, 20, 27 WRITING WORKSTATION ACTIVITY CARDS: 28 TEACHER'S EDITION: Unit 3: 329, 344, 345, 350, 352 Unit 6: 344
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.6.2a	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.	READING/WRITING WORKSHOP: Unit 1: 58 Unit 2: 116–117 Unit 5: 346 Unit 6: 418 YOUR TURN PRACTICE BOOK: 10, 30, 230, 280 READING WORKSTATION ACTIVITY CARDS: 11 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 24, 26, 29 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 10, 12, 23, 25, 26, 30 TEACHER'S EDITION: Unit 1: 158, 160–161, 190, 285 Unit 2: 94, 344, 350, 351 Unit 4: 29, 156, 157 Unit 5: 344, 345, 351 Unit 6: 158–159, 160–161, 190
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	READING/WRITING WORKSHOP: Unit 1: 58 Unit 2: 102–103, 116–117 Unit 3: 202 YOUR TURN PRACTICE BOOK: 20, 60, 70, 130 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 8, 9, 11, 13, 14, 19, 21, 22, 24, 27, 29 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 12, 13, 23, 25, 26, 30 TEACHER'S EDITION: Unit 1: 160 Unit 2: 30–31, 32–33, 62, 94, 126, 344, 345, 351 Unit 3: 158–159, 160–161, 285 Unit 5: 346, 350, 351, 352 Unit 6: 221
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	READING/WRITING WORKSHOP: Unit 4: 170 Unit 6: 432, 433 YOUR TURN PRACTICE BOOK: 50, 170, 290 WRITING WORKSTATION ACTIVITY CARDS: 10, 11, 12, 13, 23, 25 TEACHER'S EDITION: Unit 2: 346 Unit 4: 285 Unit 5: 353 Unit 6: 222–223, 224–225, 254
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	READING/WRITING WORKSHOP: Unit 6: 432 YOUR TURN PRACTICE BOOK: 79, 230, 250 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 15 WRITING WORKSTATION ACTIVITY CARDS: 12, 18, 20, 25, 30 TEACHER'S EDITION: Unit 2: 29, 288, 289, 318, 346, 347, 352 Unit 5: 93, 352, 353 Unit 6: 286–287, 288–289, 318

Writing Standards		McGraw-Hill Reading Wonders
Text Types and Purposes		
W.6.2e	Establish and maintain a formal style.	WRITING WORKSTATION ACTIVITY CARDS: 21, 22, 26, 30 TEACHER'S EDITION: Unit 1: 222 Unit 2: 29 Unit 5: 344, 354 Unit 6: 94, 95, 96, 97
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	YOUR TURN PRACTICE BOOK: 29, 39, 269 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2 WRITING WORKSTATION ACTIVITY CARDS: 12, 23, 25, 26 TEACHER'S EDITION: Unit 1: 93 Unit 2: 157–158, 159–160, 346 Unit 5: 347, 350
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.6.3a	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.	READING/WRITING WORKSHOP: Unit 1: 30 Unit 4: 246, 274, 288 Unit 5: 240 YOUR TURN PRACTICE BOOK: 40, 210, 290 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 21 WRITING WORKSTATION ACTIVITY CARDS: 8, 15, 16, 19, 24, 29 TEACHER'S EDITION: Unit 1: 30–31, 32–33, 62, 344, 345, 350, 351 Unit 4: 62, 222–223, 224, 225, 344, 347, 350, 352
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	READING/WRITING WORKSHOP: Unit 1: 44 Unit 3: 216 Unit 4: 274–275 YOUR TURN PRACTICE BOOK: 120 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 2 WRITING WORKSTATION ACTIVITY CARDS: 6, 7, 16, 21, 24, 29 TEACHER'S EDITION: Unit 1: 346, 347, 352 Unit 4: 158–159, 160–161, 190, 346, 350, 351
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	READING/WRITING WORKSHOP: Unit 1: 86 Unit 2: 144 Unit 3: 174 Unit 4: 260 Unit 5: 318 YOUR TURN PRACTICE BOOK: 90, 110, 170, 210, 290 WRITING WORKSTATION ACTIVITY CARDS: 19, 23, 29 TEACHER'S EDITION: Unit 1: 318, 346, 347 Unit 2: 222, 224, 225, 254 Unit 3: 30–31, 32–33, 62 Unit 4: 348 Unit 5: 30–31, 32, 62
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	READING/WRITING WORKSHOP: Unit 1: 44–45 Unit 5: 332–333 YOUR TURN PRACTICE BOOK: 10, 20, 70, 90, 100, 140, 160, 170, 200, 220, 300 WRITING WORKSTATION ACTIVITY CARDS: 8, 9, 15, 16, 17, 24, 29 TEACHER'S EDITION: Unit 1: 94–95, 96–97, 126, 352 Unit 4: 318, 352, 353 Unit 5: 94–95, 96–97, 126
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	READING/WRITING WORKSHOP: Unit 3: 188 WRITING WORKSTATION ACTIVITY CARDS: 9, 24, 29 TEACHER'S EDITION: Unit 1: 344, 345, 353 Unit 2: 158, 159, 160, 161 Unit 3: 94–95, 96–97, 126 Unit 4: 346

Writing Standards

Production and Distribution of Writing		McGraw-Hill Reading Wonders
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>READING/WRITING WORKSHOP: Unit 1: 30, 44 Unit 3: 188, 216 Unit 4: 246 Unit 5: 331 YOUR TURN PRACTICE BOOK: 9, 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279, 289, 299 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29 WRITING WORKSTATION ACTIVITY CARDS: 2, 3, 4, 6, 7, 10, 12, 14, 15, 16, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 TEACHER'S EDITION: Unit 1: 533, 160–161, 331, 344–349, 350–355 Unit 2: 32–33, 156, 157, 224–225, 344–349, 350–355 Unit 3: 254, 344–349, 350–355 Unit 4: 32–33, 224–225, 331, 344–349, 350–355 Unit 5: 92, 93, 160–161, 254, 331, 344–349, 350–355 Unit 6: 94–95, 126, 224–225, 331, 344–349, 350–355</p>
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	<p>READING/WRITING WORKSHOP: Unit 1: 31, 45, 59, 73, 87 Unit 2: 103, 117, 131, 145, 159 Unit 3: 175, 189, 203, 217, 231 Unit 4: 247, 261, 275, 289, 303 Unit 5: 319, 333, 347, 360, 361, 375 Unit 6: 391, 405, 419, 433, 447 YOUR TURN PRACTICE BOOK: 10, 20, 30, 40, 60, 70, 80, 90, 100, 110, 120, 130, 140, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 278, 290, 300 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30 TEACHER'S EDITION: Unit 1: 32–33, 96–97, 160–161, 224–225, 345–347, 348, 351, 352, 353, 354 Unit 2: 32–33, 96–97, 160–161, 224–225, 345–347, 348, 351, 352, 353, 354 Unit 3: 32–33, 96–97, 160–161, 224–225, 345–347, 348, 351, 352, 353, 354 Unit 4: 32–33, 96–97, 160–161, 224–225, 345–347, 348, 351, 352, 353, 354 Unit 5: 32–33, 96–97, 160–161, 224–225, 345–347, 348, 351, 352, 353, 354 Unit 6: 32–33, 96–97, 160–161, 224–225, 345–347, 348, 351, 352, 353, 354</p>
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p>TEACHER'S EDITION: Unit 1: 330–333, 348, 354 Unit 2: 330–333, 348, 354 Unit 3: 330–333, 348, 354 Unit 4: 330–333, 348, 354 Unit 5: 220, 330–333, 348, 354 Unit 6: 330–333, 348, 354 www.connected.mcgraw-hill.com: RESOURCES WRITER'S WORKSPACE: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p>
Research to Build and Present Knowledge		McGraw-Hill Reading Wonders
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>READING WORKSTATION ACTIVITY CARDS: 29 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 6, 7, 8, 9, 12, 14, 15, 18, 22, 26, 27, 28, 29, 30 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 5, 10, 17, 18, 30 TEACHER'S EDITION: Unit 1: 535, 92, 156, 220, 329, 330–333 Unit 2: 28, 92, 156, 220, 284, 329, 330–333 Unit 3: 28, 92, 156, 220, 284, 330–333 Unit 4: 28, 92, 220, 284, 329, 330–333 Unit 5: 92, 156, 284, 330–333, 344–349, 350–355 Unit 6: 28, 92, 156, 220, 284, 330–333 www.connected.mcgraw-hill.com: RESOURCES TEACHER RESOURCES: SPEAKING AND LISTENING CHECKLISTS: Unit 1, Unit 2</p>

Writing Standards

Research to Build and Present Knowledge		McGraw-Hill Reading Wonders
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 7, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 30 TEACHER'S EDITION: Unit 1: 28, 156, 220, 332, 333 Unit 2: 28, 92, 156, 220, 284, 330, 332 Unit 3: 28, 92, 156, 220, 284, 328, 329, 330 Unit 4: 28, 92, 220, 284, 329, 332 Unit 5: 28, 92, 156, 220, 284, 328, 330, 344–349, 350–355 Unit 6: 28, 92, 156, 220, 332 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: SPEAKING AND LISTENING CHECKLISTS: Unit 3, Unit 4, Unit 5, Unit 6
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., ^a 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 ^o).	LITERATURE ANTHOLOGY: Unit 1: 25, 47 Unit 2: 147, 169 Unit 3: 193, 209 Unit 4: 305, 321 Unit 5: 349, 371 LEVELED READERS: Unit 1, Week 1: <i>Silver Linings</i> (A), <i>Call Me Max</i> (O, ELL), <i>Into the Lion's Den</i> (B) Unit 2, Week 3: <i>The Toolmaker</i> (A), <i>The Ambassador</i> (O, ELL), <i>Chihul's Secret</i> (B) Unit 3, Week 2: <i>Bear Country</i> (A), <i>Think Hard, Think Fast</i> (O, ELL), <i>The Yard Sale</i> (B) Unit 4, Week 4: <i>Treasures from Tonga</i> (A), <i>So Many Stars</i> (O, ELL), <i>The Best Friends' Birthdays</i> (B) Unit 6, Week 5: <i>Chill Out</i> (A), <i>Liv's Vacation</i> (O, ELL), <i>Vasca's Log</i> (B) YOUR TURN PRACTICE BOOK: 9, 19, 29, 49, 79, 89, 99, 109, 119, 179, 189, 199, 209, 219, 299 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2 WRITING WORKSTATION ACTIVITY CARDS: 6 TEACHER'S EDITION: Unit 1: 29, 84, 93 Unit 2: 148, 214, 221, 276, 285 Unit 3: 20, 29, 84, 93 Unit 4: 148, 157, 214, 221, 276, 285 Unit 5: 20, 28, 29, 84, 93 Unit 6: 276
W.6.9b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., ^a 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 ^o).	LITERATURE ANTHOLOGY: Unit 1: 67, 87 Unit 2: 113, 127 Unit 3: 225, 245 Unit 4: 273, 289 Unit 5: 389, 409 Unit 6: 437, 459, 479, 501 LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, ELL, B) Unit 2, Week 1: <i>Lost in Time</i> (A, O, ELL, B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, ELL, B) Unit 4, Week 2: <i>Against the Odds</i> (A, O, ELL, B) Unit 5, Week 5: <i>A Microscopic World</i> (A, O, ELL, B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, ELL, B) YOUR TURN PRACTICE BOOK: 39, 59, 69, 129, 139, 149, 159, 169, 229, 239, 249, 259, 269, 279, 289 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2, 4, 6, 7, 8, 9, 12, 15, 16, 17, 18, 23, 24, 26, 27, 29 TEACHER'S EDITION: Unit 1: 148, 157, 212, 221, 276, 285 Unit 2: 20, 29, 84, 89L, 93 Unit 3: 148, 157, 212, 221, 276, 285 Unit 4: 20, 29, 86, 93 Unit 5: 148, 212, 221, 276, 285 Unit 6: 20, 93, 148, 157, 221
Range of Writing		McGraw-Hill Reading Wonders
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LEVELED READERS: Unit 1, Week 1: <i>Silver Linings</i> (A), <i>Call Me Max</i> (O, ELL), <i>Into the Lion's Den</i> (B) Unit 2, Week 1: <i>Lost in Time</i> (A, O, ELL, B) Unit 3, Week 1: <i>Common Ground</i> (A), <i>Making Things Happen</i> (O, ELL), <i>Bringing Home the Circus</i> (B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, ELL, B) Unit 5, Week 1: <i>Crow Brings Daylight</i> (A), <i>Thor's Journey to Utgard</i> (O, ELL), <i>The Hero Twins</i> (B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, ELL, B) YOUR TURN PRACTICE BOOK: 9, 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279, 289, 299 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 4, 5, 12, 16, 17, 20, 22, 23, 29 READING WORKSTATION ACTIVITY CARDS: 1, 3, 8, 11, 12, 13, 14, 16, 18, 19, 21, 22, 25, 27, 30 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 2, 4, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 TEACHER'S EDITION: Unit 1: 533, 536, 32–33, 220–221, 344–349, 350–355 Unit 2: 190, 224–225, 346, 347, 348, 352, 353, 354 Unit 3: 89N, 96–97, 157, 346, 347, 348, 352, 353, 354 Unit 4: 28, 89Q, 93, 288–289, 329, 346–348, 352–354 Unit 5: 32–33, 156, 217S, 285, 330, 346, 347, 348, 352, 353, 354 Unit 6: 25R, 93, 96–97, 330–333, 346, 347, 348, 352, 353, 354

College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

Common Core State Standards English Language Arts

Grade 6

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	6	1

CCSS

CORRELATIONS

Speaking and Listening Standards

Comprehension and Collaboration

McGraw-Hill Reading Wonders

SL.6.1	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.	
SL.6.1a	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>READING/WRITING WORKSHOP: Unit 1: 18–19, 32–33, 74–75 Unit 2: 91 Unit 3: 162–163, 176–177, 190–191 Unit 4: 234–235, 248–249</p> <p>LEVELED READERS: Unit 2, Week 2: <i>Everybody Counts</i> (A, O, B) Unit 2, Week 3: <i>The Toolmaker</i> (A), <i>The Ambassador</i> (O), <i>Chihul's Secret</i> (B) Unit 3, Week 2: <i>Bear Country</i> (A), <i>Think Hard, Think Fast</i> (O), <i>The Yard Sale</i> (B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, ELL, B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, ELL, B) Unit 4, Week 4: <i>Treasures from Tonga</i> (A), <i>So Many Stars</i> (O, ELL), <i>The Best Friends' Birthdays</i> (B) Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, ELL, B) Unit 5, Week 5: <i>A Microscopic World</i> (ELL)</p> <p>READING WORKSTATION ACTIVITY CARDS: 3, 13, 15, 19, 21, 22, 27, 29, 30</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 7, 8, 10, 11, 13, 16, 19, 21, 25</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</p> <p>TEACHER'S EDITION: Unit 1: 55, 56, 169, 177, 181, 221, 268, 284–285 Unit 2: 12, 29, 41, 49, 53, 332 Unit 3: 76, 93, 105, 113, 117, 285, 327, 332 Unit 4: 140, 157, 169, 177, 181, 327, 332 Unit 5: 204, 221, 233, 241, 245, 285, 327, 332 Unit 6: 268, 285, 297, 305, 309, 328, 332</p>
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p>LEVELED READERS: Unit 3, Week 2: <i>Bear Country</i> (A), <i>Think Hard, Think Fast</i> (O), <i>The Yard Sale</i> (B)</p> <p>READING WORKSTATION ACTIVITY CARDS: 19</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 10, 13</p> <p>TEACHER'S EDITION: Unit 1: 56, 520, 74, 266, 332 Unit 2: 10, 74, 138, 202, 266, 332 Unit 3: 10, 202, 266, 332 Unit 4: 74, 266, 332 Unit 5: 10, 74, 138, 202, 266, 332 Unit 6: 10, 74, 138, 202, 266, 332</p>

Speaking and Listening Standards

Comprehension and Collaboration		McGraw-Hill Reading Wonders
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p>READING/WRITING WORKSHOP: Unit 1: 18, 35, 46, 49, 60, 63, 78, 81 Unit 2: 94, 97, 98, 112, 118, 122, 125, 132, 136, 139, 146, 150, 153, Unit 3: 161, 162, 176, 190, 204, 218, 226, 233 Unit 4: 234, 241, 248, 255, 262, 276, 290 Unit 5: 306, 310, 320, 324, 327, 334, 338, 341, 348, 352, 355, 362 Unit 6: 378, 386, 392, 396, 399, 400, 406, 410, 413, 420, 423, 424, 427, 434, 438, 441</p> <p>LEVELED READERS: Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, B)</p> <p>YOUR TURN PRACTICE BOOK: 5, 6, 7, 15, 16, 17, 25, 26, 27, 35, 36, 37, 45, 46, 47, 55, 56, 57, 65, 66, 67, 75, 76, 77, 85, 86, 87, 94, 95, 96, 97, 105, 106, 107, 115, 116, 117, 125, 126, 127, 135, 136, 137, 145, 146, 147, 155, 156, 157, 165, 166, 167, 175, 176, 177, 185, 186, 187, 195, 196, 197, 205, 206, 207, 215, 216, 217, 225, 226, 227, 235, 236, 237, 245, 246, 247, 255, 256, 257, 265, 266, 267, 275, 276, 277, 285, 286, 287, 295, 296, 297</p> <p>READING WORKSTATION CARDS: 30</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION CARDS: 7, 11, 12, 25</p> <p>WRITING WORKSTATION CARDS: 6</p> <p>TEACHER'S EDITION: Unit 1: 520, 10, 138, 266 Unit 2: xii, 74, 92, 335 Unit 3: 74, 138, 266, 335 Unit 4: 10, 138, 266, 335 Unit 5: xii, 10, 138, 202 Unit 6: 18, 74, 138, 266, 335</p>
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>READING/WRITING WORKSHOP: Unit 1: 18, 32–33, 46–47, 60–61, 78, 81 Unit 2: 94, 97, 98, 99, 112, 113, 119, 122, 125, 132–133, 136, 139, 146–147, 150, 153 Unit 3: 161, 162–163, 169, 176–177, 183, 190–191, 204–205, 211, 218–219, 226 Unit 4: 233, 234–235, 241, 248–249, 255, 262–263, 269, 276–277, 283, 290–291 Unit 5: 306, 310, 320–321, 324, 327, 334–335, 338, 341, 348–349, 352, 355, 363 Unit 6: 378–379, 386, 392–393, 396, 399, 400, 406, 410, 413, 420, 424, 427, 434–435, 438, 441</p> <p>LEVELED READERS: Unit 2, Week 2: <i>Everybody Counts</i> (A, O, B) Unit 2, Week 3: <i>The Toolmaker</i> (A), <i>The Ambassador</i> (O, EL L)</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 9, 10, 13, 16, 18</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 9, 10, 18, 20</p> <p>TEACHER'S EDITION: Unit 1: 535, 29, 93, 157, 202, 221, 285, 329 Unit 2: 29, 93, 138, 157, 202, 221, 285 Unit 3: 10, 29, 93, 157, 221, 285, 335 Unit 4: 29, 93, 138, 157, 202, 221, 285 Unit 5: xii, 93, 157, 221, 285, 332, 335 Unit 6: 29, 93, 157, 221, 285</p>
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p>READING/WRITING WORKSHOP: Unit 1: 18, 32–33, 46–47, 50, 60–61, 80–81 Unit 3: 162–163, 176–177, 190–191, 204–205 Unit 4: 234–235, 248–249, 262–263, 276–277</p> <p>LEVELED READERS: Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, EL L B) Unit 2, Week 1: <i>Lost in Time</i> (A, O, EL L B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, B)</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 3, 5, 8, 10, 16, 18, 19, 25</p> <p>TEACHER'S EDITION: Unit 1: 10, 12, 74, 76, 104, 140, 180, 204 Unit 2: 10, 12, 74, 76, 140, 202, 204, 328 Unit 3: xii, 74, 76, 138, 140, 202, 204, 328 Unit 4: 10, 12, 74, 76, 138, 140, 202, 328 Unit 5: 10, 12, 74, 76, 140, 202, 204 Unit 6: 10, 12, 74, 76, 138, 140, 204, 328</p>
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>LEVELED READERS: Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, B)</p> <p>TEACHER'S EDITION: Unit 1: 221 Unit 2: 221 Unit 3: 29, 93, 221, 335, 347 Unit 4: 221 Unit 5: 29, 221 Unit 6: 93, 285, 335, 344, 347</p>

Speaking and Listening Standards

Presentation of Knowledge and Ideas		McGraw-Hill Reading Wonders
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, B) Unit 1 Week 4: <i>Exploring the Deep</i> (A, O, EL L B) Unit 3 Week 3: <i>Coming Together for Change</i> (A, O, EL L B) Unit 3 Week 4: <i>Beyond Expectations</i> (A, O, B) Unit 5 Week 3: <i>How Horses Changed the World</i> (A, O, B) Unit 5 Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, B) Unit 6 Week 4: <i>The Ancient City of Ur</i> (A, O, B)</p> <p>READING WORKSTATION ACTIVITY CARDS: 12, 29, 30</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 6, 10, 16, 17, 19, 29</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 4</p> <p>TEACHER'S EDITION: Unit 1: 28, 93, 156, 220, 334 Unit 2: 220, 284, 329, 334 Unit 3: 329, 334 Unit 4: 156, 220, 284, 329, 333, 334 Unit 5: 28, 92, 156, 220, 284, 334 Unit 6: 28, 284, 329, 330, 334</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>TEACHER RESOURCES: SPEAKING AND LISTENING CHECKLISTS: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p>
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, B) Unit 4, Week 3: <i>Mixed Messages</i> (A), <i>The Missing Swimsuit</i> (O), <i>Something Fishy</i> (B) Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, B)</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 16, 17, 29</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 4, 5</p> <p>TEACHER'S EDITION: Unit 1: 28, 92, 156, 220, 331, 334, 354 Unit 2: 28, 157, 329, 332, 334, 354 Unit 3: 92, 156, 332, 334, 356, 360 Unit 4: 156, 284, 329, 332, 334, 353, 360 Unit 5: 93, 156, 157, 332, 334, 354, 360 Unit 6: 156, 330, 331, 332, 334, 354, 360</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>TEACHER RESOURCES: SPEAKING AND LISTENING CHECKLISTS: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>TIME FOR KIDS ONLINE ARTICLES: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p>
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<p>READING WORKSTATION ACTIVITY CARDS: 12</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2, 17</p> <p>TEACHER'S EDITION: Unit 1: 92 Unit 2: 284 Unit 3: 329 Unit 4: 156, 220, 268, 269 Unit 6: 268, 284, 330</p>

CCSS

CORRELATIONS

College and Career Readiness Anchor Standards for LANGUAGE

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

CCSS Common Core State Standards English Language Arts

Grade 6

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	6	1

Language Standards

Conventions of Standard English		McGraw-Hill Reading Wonders
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	READING/Writing WORKSHOP: Unit 4: 261, 275 GH: 462, 463 TEACHER'S EDITION: Unit 4: 98–99, 127, 162–163, 191 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 81, 82, 83, 84, 85, 86, 87, 89, 90
L.6.1b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	READING/Writing WORKSHOP: GH: 463 TEACHER'S EDITION: Unit 2: 177 Unit 4: 93, 98–99, 127 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 81, 84
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	READING/Writing WORKSHOP: Unit 4: 247 GH: 462 TEACHER'S EDITION: Unit 4: 34–35, 98, 99, 255, 290, 291 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 79

CCSS

CORRELATIONS

Language Standards

Conventions of Standard English		McGraw-Hill Reading Wonders
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	READING/WRITING WORKSHOP: GH: 462 TEACHER'S EDITION: Unit 4: 29, 34–35, 63 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 78
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.	READING/WRITING WORKSHOP: Unit 4: 261, 289 TEACHER'S EDITION: Unit 1: 127, 290–291 Unit 2: 34, 35, 98, 99, 163, 227, 290, 291 Unit 3: 34–35, 226–227, 290–291 Unit 4: 291 Unit 5: 34, 98, 99, Unit 6: 99
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	READING/WRITING WORKSHOP: GH: 456, 476, 478 TEACHER'S EDITION: Unit 1: 25C Unit 2: 290–291 Unit 3: 336, 337 Unit 4: 337 Unit 6: 227, 336 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 48, 49
L.6.2b	Spell correctly.	PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 18, 20, 21, 27, 28 TEACHER'S EDITION: Unit 1: 36–37, 100–101, 164–165, 228–229, 292–293 Unit 2: 36–37, 100–101, 164–165, 228–229, 292–293 Unit 3: 36–37, 100–101, 164–165, 228–229, 292–293 Unit 4: 36–37, 100–101, 164–165, 228–229, 292–293 Unit 5: 36–37, 100–101, 164–165, 228–229, 292–293 Unit 6: 36–37, 100–101, 164–165, 228–229, 292–293

Language Standards

Knowledge of Language		McGraw-Hill Reading Wonders
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	READING/WRITING WORKSHOP: Unit 1: 59 Unit 6: 390 YOUR TURN PRACTICE BOOK: 260 WRITING WORKSTATION ACTIVITY CARDS: 14 TEACHER'S EDITION: Unit 1: 162, 226–227 Unit 6: 30–31, 32–33, 62
L.6.3b	Maintain consistency in style and tone.	READING/WRITING WORKSHOP: Unit 3: 216 READING WORKSTATION ACTIVITY CARDS: 27 WRITING WORKSTATION ACTIVITY CARDS: 22 TEACHER'S EDITION: Unit 1: 222–223, 224–225, 254 Unit 3: 222–223, 224–225, 254 Unit 6: 94–95, 96–97
Vocabulary Acquisition and Use		McGraw-Hill Reading Wonders
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
L.6.4a	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.	READING/WRITING WORKSHOP: Unit 1: 29, 43, 85 Unit 2: 92, 93, 106, 107 Unit 3: 173, 187, 215 Unit 4: 245, 259, 273, 287 Unit 5: 317, 331, 345, 359 Unit 6: 417 LITERATURE ANTHOLOGY: Unit 1: 25, 47 Unit 3: 193, 209, 245 Unit 4: 273, 305 Unit 5: 389, 409 Unit 6: 479 LEVELED READERS: Unit 1, Week 1: <i>Silver Linings (A), Call Me Max (O, EL L) Into the Lion's Den (B)</i> Unit 3, Week 1: <i>Common Ground (A), Making Things Happen (O, EL L) Bringing Home the Circus (B)</i> Unit 4, Week 5: <i>The Go-Kart (A), Team Robot Ninja (O, EL L) The Hardest Lesson (B)</i> Unit 5, Week 3: <i>How Horses Changed the World (A, O, EL L B)</i> Unit 6, Week 3: <i>Adventure Under the Ice (A, O, EL L B)</i> YOUR TURN PRACTICE BOOK: 7, 17, 57, 107, 117, 137, 147, 157, 177, 187, 227, 237, 277 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 1, 10, 12, 14, 15 READING WORKSTATION ACTIVITY CARDS: 26, 28 TEACHER'S EDITION: Unit 1: 515, 24, 50, 54, 61, 88, 230 Unit 2: 89I, 102, 145, 167, 338 Unit 3: 24, 25G, 88, 216, 280, 338 Unit 4: 24, 25E, 45, 152, 178, 189, 216, 336 Unit 5: 25C, 88, 103, 152, 182, 216, 337 Unit 6: 109, 152, 167, 182, 189, 338
L.6.4b	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>).	READING/WRITING WORKSHOP: Unit 1: 57, 85 Unit 2: 101, 115, 143 Unit 3: 201 Unit 5: 317 Unit 6: 389, 431 LITERATURE ANTHOLOGY: Unit 1: 67 Unit 2: 113, 127, 167 Unit 5: 349 Unit 6: 437, 501 LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches (A, O, EL L B)</i> Unit 2, Week 1: <i>Lost in Time (A, O, EL L B)</i> Unit 2, Week 2: <i>Everybody Counts (A, O, EL L B)</i> Unit 2, Week 4: <i>Wrought by Fire (A), The Little Golden Llama (O, EL L) The Mark (B)</i> Unit 6, Week 1: <i>The Spice Trade (A, O, EL L, B)</i> Unit 6, Week 4: <i>The Ancient City of Ur (A, O, EL L B)</i> YOUR TURN PRACTICE BOOK: 27, 47, 57, 67, 87, 248, 257, 258, 268, 278, 287, 288 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 2, 4, 5, 6, 8, 11, 23, 27, 28, 29 TEACHER'S EDITION: Unit 1: 528, 152, 153G 182, 189, 280, 301 Unit 2: 24, 39, 50, 88, 89F, 102, 216, 246, 253 Unit 3: 152, 153J, 153N, 182, 189 Unit 4: 218, 235, 233, 294 Unit 5: 24, 45, 50, 54, 61 Unit 6: 24, 38, 39, 216, 237, 242, 253

Language Standards

Vocabulary Acquisition and Use		McGraw-Hill Reading Wonders
L.6.4c	Consult reference materials (eg., 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.	PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 25, 26, 27, 29, 30 READING WORKSTATION ACTIVITY CARDS: 28 WRITING WORKSTATION ACTIVITY CARDS: 20 TEACHER'S EDITION: Unit 1: 58, 527, 24, 39, 89R, 118, 152–153, 336, 337 Unit 2: 25C, 37, 38, 39, 58, 59, 217 Unit 3: 336, 337, 338 Unit 4: 39, 58, 152, 167 Unit 5: 39, 150, 336, 337 Unit 6: 39, 167, 216, 231
L.6.4d	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) .	READING/WRITING WORKSHOP: Unit 1: 43 Unit 3: 187 Unit 4: 245, 259 LEVELED READERS: Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, ELL, B) PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 1, 8, 10, 12, 14, 15, 25, 26 TEACHER'S EDITION: Unit 1: 527, 24, 39, 88, 102–103 Unit 2: 37–39, 152 Unit 3: 166–167, 280 Unit 4: 152, 182, 216, 230–231, 253 Unit 5: 24, 109, 114 Unit 6: 24, 88–89, 114, 118, 216
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5a	Interpret figures of speech (e.g., personification) in context.	READING/WRITING WORKSHOP: Unit 1: 71 Unit 2: 157 Unit 4: 259, 301 Unit 5: 333 Unit 6: 445 LITERATURE ANTHOLOGY: Unit 1: 86 Unit 2: 177 Unit 4: 289, 329 Unit 5: 371 Unit 6: 509 LEVELED READERS: Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, ELL, B) Unit 2, Week 5: <i>Just Like Pizarro</i> (A), <i>Nat's Treasure</i> (O, ELL), <i>Digging In</i> (B) Unit 3, Week 1: <i>Common Ground</i> (A), <i>Making Things Happen</i> (O, ELL) Unit 4, Week 2: <i>Against the Odds</i> (A, O, ELL, B) Unit 4, Week 5: <i>The Go-Kart</i> (A), <i>Team Robot Ninja</i> (O, ELL), <i>The Hardest Lesson</i> (B) Unit 6, Week 5: <i>Chill Out</i> (A), <i>Liv's Vacation</i> (O, ELL), <i>Vasca's Log</i> YOUR TURN PRACTICE BOOK: 97, 297 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 3, 9, 13 READING WORKSTATION ACTIVITY CARDS: 28 TEACHER'S EDITION: Unit 1: 216–217, 237, 242, 246, 317 Unit 2: 280–281, 301, 306, 310, 317 Unit 3: 25F, 89C, 217H Unit 4: 88, 109, 114, 280, 301, 306, 310, 317 Unit 5: 88–89, 109, 114 Unit 6: 88–89, 109, 114, 280–281, 317
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	LEVELED READERS: Unit 3, Week 5: <i>A World of Water</i> (A, O, ELL, B) PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 12 READING WORKSTATION ACTIVITY CARDS: 26 TEACHER'S EDITION: Unit 1: 39, 165 Unit 3: 280, 301, 306, 310, 317 Unit 5: 152, 173, 178, 182 Unit 6: 152, 173, 178, 182, 295

Language Standards

Vocabulary Acquisition and Use		McGraw-Hill Reading Wonders
L.6.5c	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>READING/WRITING WORKSHOP: Unit 2: 129 Unit 5: 333 YOUR TURN PRACTICE BOOK: 77, 247 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 7 WRITING WORKSTATION ACTIVITY CARDS: 20 TEACHER'S EDITION: Unit 1: S16, 25N, 39, 109, 173, 217H, 237 Unit 2: 89K, 152–153, 167, 173, 178, 182, 189, 317 Unit 4: 182, 280 Unit 5: 26, 39, 88, 295, 280–281, 301, 306 Unit 6: 89N, 286, 288</p>
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>READING/WRITING WORKSHOP: Unit 1: 21, 34–35, 48–49, 62–63, 76–77 Unit 2: 92–93, 106–107, 120–121, 129, 134–135, 148–149 Unit 3: 164–165, 178–179, 192–193, 201, 206–207, 219–221 Unit 4: 236–237, 250–251, 264–265, 278–279, 292–293 Unit 5: 308–309, 317, 322–323, 331, 336–337, 350–351, 364–365, 374 Unit 6: 380–381, 394–395, 408, 409, 442–443, 436, 437 LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, ELL, B) Unit 2, Week 2: <i>Everybody Counts</i> (A, O, ELL, B) Unit 5, Week 1: <i>Crow Brings Daylight</i> (A), <i>Thor's Journey to Utgard</i> (O, ELL), <i>The Hero Twins</i> (B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, ELL, B) YOUR TURN PRACTICE BOOK: 1, 11, 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 201, 211, 221, 231, 241 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 4, 7, 8, 26 WRITING WORKSTATION ACTIVITY CARDS: 18 TEACHER'S EDITION: Unit 1: S6, S7, S8, 14, 78, 142, 206, 270 Unit 2: 14, 78, 108–109, 142, 206, 270, 328 Unit 3: 14, 78, 142, 172–173, 206, 270, 326–327 Unit 4: 14, 78, 142, 206, 236–237, 270, 326–327 Unit 5: 14, 78, 142, 206, 270, 300–301, 328 Unit 6: 14, 44–45, 78, 142, 206, 270, 326–327 www.connected.mcgraw-hill.com: RESOURCES CARDS: VISUAL VOCABULARY CARDS: Unit 1: 1–8, 9–16, 17–24, 25–32, 33–40 Unit 2: 41–48, 49–56, 57–64, 65–72, 73–76 Unit 3: 77–84, 85–92, 93–100, 101–108, 109–116 Unit 4: 117–123, 124–132, 133–140, 141–148, 149–152 Unit 5: 153–160, 161–168, 169–176, 177–184, 185–192 Unit 6: 193–200, 201–208, 209–216, 217–224, 225–228</p>

Language Progressive Skills

Below are the grade 3±5 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.

Language Progressive Skills		McGraw-Hill Reading Wonders
Standard		
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	READING/WRITING WORKSHOP: Unit 4: 247, 289 GH: 458 TEACHER'S EDITION: Unit 3: 92, 99, 153G Unit 4: 34–35, 226, 255, 291, 354 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 57, 58, 77, 79
L.3.3a	Choose words and phrases for effect.	TEACHER'S EDITION: Unit 1: 96–97, 222 Unit 2: 286, 287
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and runons.	READING/WRITING WORKSHOP: Unit 1: 45 GH: 450, 453 TEACHER'S EDITION: Unit 1: 34–35, 63, 98–99, 290–291 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 1, 4, 5, 8, 9
L.4.1g	Correctly use frequently confused words (eg. <i>to/too/two; there/their</i>)	LEVELED READERS: Unit 4, Week 3: <i>Mixed Messages</i> (A), <i>The Missing Swimsuit</i> (O, ELL), <i>Something Fishy</i> (B) Unit 4, Week 4: <i>Treasures from Tonga</i> (A), <i>So Many Stars</i> (O, ELL), <i>The Best Friends' Birthdays</i> (B) TEACHER'S EDITION: Unit 3: 154–155, 164–165 Unit 4: 227 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 93, 94
L.4.3a	Choose words and phrases to convey ideas precisely.	READING/WRITING WORKSHOP: Unit 2: 158 Unit 4: 302 Unit 6: 446 TEACHER'S EDITION: Unit 1: 96–97 Unit 2: 286–289, 318, 352 Unit 4: 286–289 Unit 5: 286–289
L.4.3b	Choose punctuation for effect.	TEACHER'S EDITION: Unit 1: 25C, 35 Unit 4: 162 Unit 6: 89A, 337
L.5.1d	Recognize and correct inappropriate shifts in verb tense.	READING/WRITING WORKSHOP: Unit 3: 189, 203 GH: 458 TEACHER'S EDITION: Unit 3: 98–99, 163, 348 www.connected.mcgraw-hill.com : RESOURCES TEACHER RESOURCES: GRAMMAR PRACTICE REPRODUCIBLES: 63, 64
L.5.2a	Use punctuation to separate items in a series.	READING/WRITING WORKSHOP: GH: 478 TEACHER'S EDITION: Unit 2: 99, 348 Unit 5: 99

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details		McGraw-Hill Reading Wonders
RH.6.1	Cite specific textual evidence to support analysis of primary and secondary sources.	<p>READING/WRITING WORKSHOP: Unit 1: 82, 83, 84 Unit 2: 98, 100, 112, 114 Unit 3: 198, 200, 212, 214 Unit 4: 242, 244 Unit 5: 342, 344 Unit 6: 386, 388, 400, 402</p> <p>LITERATURE ANTHOLOGY: Unit 1: 93, 95, 97 Unit 2: 113, 127, 150 Unit 3: 222, 225, 245 Unit 4: 263, 269, 273 Unit 5: 383, 389, 393 Unit 6: 437, 445, 459</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, ELL, O, B) Unit 2, Week 1: <i>Lost in Time</i> (A, O, ELL, B) Unit 2, Week 2: <i>Everybody Counts</i> (A, O, ELL, B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, ELL, B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, ELL, B) Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, ELL, B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, ELL, B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, ELL, B)</p> <p>YOUR TURN PRACTICE BOOK: 45, 49, 55, 59, 65, 69, 125, 129, 135, 139, 155, 159, 225, 229, 255, 259, 265, 269</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 10, 16, 27</p> <p>TEACHER'S EDITION: Unit 1: 273, 275, 281D, 304, 305 Unit 2: 16, 25G, 29, 93, 121, 328 Unit 3: 145, 153C, 157, 177, 181, 210, 217C, 217N Unit 4: 18 25E, 25L, 25M, 250, 57, 330–331 Unit 5: 144, 153I, 176, 177, 186 Unit 6: 17, 18, 48, 82, 89H, 208</p>
RH.6.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<p>READING/WRITING WORKSHOP: Unit 2: 99 Unit 3: 198, 212 Unit 4: 242, 244 Unit 4: 242, 244 Unit 6: 387, 400</p> <p>LITERATURE ANTHOLOGY: Unit 2: 113, 127 Unit 3: 215, 219, 225, 237, 240, 245 Unit 4: 275 Unit 5: 389 Unit 6: 437, 459</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, ELL, B) Unit 2, Week 1: <i>Lost in Time</i> (A, O, ELL, B) Unit 2, Week 2: <i>Everybody Counts</i> (A, O, ELL, B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, ELL, B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, ELL, B)</p> <p>YOUR TURN PRACTICE BOOK: 45, 55, 65, 255, 265</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 27</p> <p>TEACHER'S EDITION: Unit 1: 276, 281D, 311 Unit 2: 20, 25F, 25P, 80, 82, 84, 89L, 94 Unit 3: 146, 153G, 153N, 177, 210, 217D, 249 Unit 4: 18, 19, 22, 25H Unit 5: 153N Unit 6: 16, 20, 25R, 48, 85, 89R, 217D, 232</p>
RH.6.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<p>READING/WRITING WORKSHOP: Unit 3: 197</p> <p>LITERATURE ANTHOLOGY: Unit 1: 97 Unit 2: 129</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 5, 6, 7, 9, 10, 11, 23, 29</p> <p>TEACHER'S EDITION: Unit 1: 281F Unit 2: 89N Unit 6: 25M, 250, 41</p>

Reading Standards for Literacy in History/Social Studies

Craft and Structure		McGraw-Hill Reading Wonders
RH6.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<p>READING/WRITING WORKSHOP: Unit 1: 85 Unit 2: 101, 115 Unit 3: 201, 215 Unit 4: 245 Unit 5: 345 Unit 6: 389, 403, 431</p> <p>LITERATURE ANTHOLOGY: Unit 1: 95 Unit 2: 113, 127 Unit 3: 225, 245 Unit 4: 273 Unit 5: 389 Unit 6: 437, 459</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) Unit 2, Week 2: <i>Everybody Counts</i> (A, O, EL L B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, EL L B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 47, 57, 67, 127, 137, 227, 257, 267, 287</p> <p>TEACHER'S EDITION: Unit 1: 280, 281, 305 Unit 2: 24, 25C–25D, 40, 88, 89F, 89I Unit 3: 152, 153E, 185, 217, 217M, 242, 253 Unit 4: 24, 25, 25F, 45, 53 Unit 5: 152, 153, 153P, 168, 178 Unit 6: 24, 25C, 53, 88, 89M, 121, 2170</p>
RH6.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>READING/WRITING WORKSHOP: Unit 2: 9, 113 Unit 3: 199, 213 Unit 4: 242, 246–247 Unit 5: 343 Unit 6: 401, 429</p> <p>LITERATURE ANTHOLOGY: Unit 2: 127 Unit 3: 225, 245 Unit 5: 389</p> <p>LEVELED READERS: Unit 2, Week 1: <i>Lost in Time</i> (A, O, EL L B) Unit 2, Week 2: <i>Everybody Counts</i> (A, O, EL L B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, EL L B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, EL L B) Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, EL L B) Unit 6, Week 2: <i>Blown Away: When Krakatoa Exploded</i> (A, O, EL L B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 55, 65, 125, 135, 157, 225, 285</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14</p> <p>TEACHER'S EDITION: Unit 1: 273, 281A–281B, 281C Unit 2: 17, 29, 84, 89C, 113, 115, 153S–153T Unit 4: 18</p>
RH6.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<p>READING/WRITING WORKSHOP: Unit 1: 83 Unit 3: 200, 216 Unit 4: 243</p> <p>LITERATURE ANTHOLOGY: Unit 1: 95 Unit 4: 272, 273</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 45, 126, 155, 156</p> <p>TEACHER'S EDITION: Unit 1: 276–277, 281C, 285, 304 Unit 3: 150, 153D Unit 4: 20, 25E, 25G, 25I, 25K, 25M, 250, 47 Unit 5: 145</p>

Reading Standards for Literacy in History/Social Studies

Integration of Knowledge and Ideas		McGraw-Hill Reading Wonders
RH 6.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>READING/WRITING WORKSHOP: Unit 1: 84 Unit 2: 100, 114 Unit 5: 344 Unit 6: 388, 430</p> <p>LITERATURE ANTHOLOGY: Unit 1: 97 Unit 2: 114 Unit 5: 388</p> <p>LEVELED READERS: Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, ELL, B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, ELL, B)</p> <p>YOUR TURN PRACTICE BOOK: 46, 56, 286</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 5, 10, 16, 18, 26</p> <p>TEACHER'S EDITION: Unit 1: 278, 279, 296, 304 Unit 2: 25C, 57, 87, 116 Unit 4: 40 Unit 5: 150, 151, 153L, 177, 181 Unit 6: 22, 23, 25K, 41, 214, 215, 217F</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>MEDIA: VIDEOS: Unit 1, Week 5: <i>Money Matters</i> Unit 2, Week 1: <i>Cradles of Civilization</i> Unit 2, Week 2: <i>Democratic Concepts</i> Unit 3, Week 3: <i>Inspired Work</i> Unit 3, Week 4: <i>Being the First</i> Unit 4, Week 1: <i>Responding to Disaster</i> Unit 5, Week 3: <i>The Importance of Innovation</i> Unit 6, Week 1: <i>Relying on Nature</i> Unit 6, Week 2: <i>Gateways to History</i> Unit 6, Week 4: <i>Astonishing Discoveries</i></p> <p>TIME FOR KIDS ONLINE ARTICLES: Unit 2: "Who Owns History?" Unit 3: "Elephant Camp" Unit 6: "World Wonders in Danger"</p>
RH 6.8	Distinguish among fact, opinion, and reasoned judgment in a text.	<p>READING/WRITING WORKSHOP: Unit 1: 83 Unit 4: 243</p> <p>LITERATURE ANTHOLOGY: Unit 1: 95 Unit 6: 445</p> <p>YOUR TURN PRACTICE BOOK: 45, 155</p> <p>TEACHER'S EDITION: Unit 1: 276, 281E, 302, 309 Unit 4: 25D, 25G, 25K, 25M, 25N, 47, 51, 55</p>
RH 6.9	Analyze the relationship between a primary and secondary source on the same topic.	<p>READING/WRITING WORKSHOP: Unit 4: 244 Unit 6: 402</p> <p>LITERATURE ANTHOLOGY: Unit 4: 373</p> <p>LEVELED READERS: Unit 16, Week 2: <i>Blown Away: When Krakatoa Exploded</i> (A, O, ELL, B)</p> <p>YOUR TURN PRACTICE BOOK: 156, 286</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 10, 16, 27</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 30</p> <p>TEACHER'S EDITION: Unit 4: 22, 23, 25B, 25I, 25K, 25L, 25O, 92, 330 Unit 6: 86, 87, 89H, 89L, 112, 116</p>
Range of Reading and Level of Text Complexity		McGraw-Hill Reading Wonders
RH 6.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6±8 text complexity band independently and proficiently.	<p>READING/WRITING WORKSHOP: Unit 1: 244 Unit 6: 402</p> <p>LITERATURE ANTHOLOGY: Unit 4: 373</p> <p>LEVELED READERS: Unit 1, Week 5: <i>Money Changes</i> (A, O, ELL, B) Unit 2, Week 1: <i>Lost in Time</i> (A, O, ELL, B) Unit 2, Week 2: <i>Everybody Counts</i> (A, O, ELL, B) Unit 3, Week 3: <i>Coming Together for Change</i> (A, O, ELL, B) Unit 3, Week 4: <i>Beyond Expectations</i> (A, O, ELL, B) Unit 5, Week 3: <i>How Horses Changed the World</i> (A, O, ELL, B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, ELL, B) Unit 6, Week 2: <i>Blown Away: When Krakatoa Exploded</i> (A, O, ELL, B)</p> <p>READING WORKSTATION ACTIVITY CARDS: 10</p> <p>TEACHER'S EDITION: Unit 1: 274, 281B, 303, 307, 311 Unit 2: 47, 51, 55, 111, 115, 119 Unit 3: 150, 175, 179, 183, 214, 239, 243, 247 Unit 4: 47, 51, 55, 86 Unit 5: 150, 175, 179 Unit 6: 47, 51, 55, 111, 115, 119, 239, 243, 247</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>TIME FOR KIDS ONLINE ARTICLES: Unit 2: "Who Owns History?" Unit 3: "Elephant Camp"</p>

Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details		McGraw-Hill Reading Wonders
RST.6.1	Cite specific textual evidence to support analysis of science and technical texts.	<p>READING/WRITING WORKSHOP: Unit 1: 53, 54, 56, 67, 68, 70 Unit 3: 225, 226, 228, 229 Unit 4: 255, 256, 259 Unit 5: 355, 356, 357, 358, 369, 370 Unit 6: 414, 415</p> <p>LITERATURE ANTHOLOGY: Unit 1: 60, 67, 71, 79, 91 Unit 3: 251, 255 Unit 5: 400, 403, 406, 415, 417</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, ELL, B) Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, ELL, B) Unit 3, Week 5: <i>A World of Water</i> (A, O, ELL, B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, ELL, B) Unit 4, Week 2: <i>Against the Odds</i> (A, O, ELL, B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, ELL, B) Unit 5, Week 5: <i>A Microscopic World</i> (A, O, ELL, B) Unit 6, Week 3: <i>Adventure Under the Ice</i> (A, O, ELL, B)</p> <p>YOUR TURN PRACTICE BOOK: 25, 29, 35, 39, 145, 149, 165, 169, 235, 239, 245, 249, 275, 279</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 4</p> <p>TEACHER'S EDITION: Unit 1: 144, 145, 153S, 157, 209, 217E, 221 Unit 3: 272, 273, 274, 275, 281F, 296, 297, 315 Unit 4: 89I, 89Q, 89R, 116, 121 Unit 5: 210, 211, 217B, 217G, 272, 273, 274, 275 Unit 6: 144, 145, 146, 147, 153T, 153U, 186</p>
RST.6.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<p>READING/WRITING WORKSHOP: Unit 1: 55, 69 Unit 5: 370 Unit 6: 414, 415</p> <p>LITERATURE ANTHOLOGY: Unit 1: 67, 87 Unit 3: 253 Unit 4: 256 Unit 5: 415, 417</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, ELL, B) Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, ELL, B) Unit 3, Week 5: <i>A World of Water</i> (A, O, ELL, B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, ELL, B) Unit 4, Week 2: <i>Against the Odds</i> (A, O, ELL, B)</p> <p>YOUR TURN PRACTICE BOOK: 25, 35, 36, 145, 275</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 3, 4, 15, 17, 28, 30</p> <p>TEACHER'S EDITION: Unit 1: 148, 153N, 153P, 153R, 212, 217F, 217P, 241 Unit 3: 276, 277, 281C, 308, 311, 314, 315 Unit 4: 89K, 112 Unit 5: 212, 217F, 217K, 217P, 274, 281D, 304, 305 Unit 6: 145, 147, 153C, 153L, 153P, 183, 185, 186</p>
RST.6.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<p>READING/WRITING WORKSHOP: Unit 5: 354, 358</p> <p>LITERATURE ANTHOLOGY: Unit 2: 151</p> <p>LEVELED READERS: Unit 3, Week 5: <i>A World of Water</i> (A, O, ELL, B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, ELL, B) Unit 4, Week 2: <i>Against the Odds</i> (A, O, ELL, B) Unit 5, Week 5: <i>A Microscopic World</i> (A, O, ELL, B) Unit 6, Week 3: <i>Adventure Under the Ice</i> (A, O, ELL, B)</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 24, 25, 30</p> <p>TEACHER'S EDITION: Unit 5: 209, 249 Unit 6: 153U–153V</p>

Reading Standards for Literacy in Science and Technical Subjects

Craft and Structure		McGraw-Hill Reading Wonders
RST.6.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	<p>READING/WRITING WORKSHOP: Unit 1: 54, 57 Unit 5: 359 Unit 6: 417 LITERATURE ANTHOLOGY: Unit 1: 67 LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, ELL, B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, ELL, B) YOUR TURN PRACTICE BOOK: 27, 237, 247, 276 WRITING WORKSTATION ACTIVITY CARDS: 18 TEACHER'S EDITION: Unit 1: 145, 152, 153G, 153I, 176, 180, 182, 185 Unit 3: 281A–281B, 281C–281D, 304 Unit 4: 49, 89C Unit 5: 152, 153, 216, 217, 239, 240, 281 Unit 6: 150, 152, 153B, 153G, 182, 185</p>
RST.6.5	Analyze the structure an author uses to organize a text, including how the maj or sections contribute to the whole and to an understanding of the topic.	<p>READING/WRITING WORKSHOP: Unit 5: 356, 357 LITERATURE ANTHOLOGY: Unit 5: 408, 409 LEVELED READERS: Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, ELL, B) Unit 6, Week 3: <i>Adventure Under the Ice</i> (A, O, ELL, B) YOUR TURN PRACTICE BOOK: 235, 236 TEACHER'S EDITION: Unit 1: 153F, 153K, 153M, 168 Unit 4: 89D, 89G, 104 Unit 5: 209, 212, 217N, 281A–281B</p>
RST.6.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<p>READING/WRITING WORKSHOP: Unit 4: 257 Unit 5: 371 LITERATURE ANTHOLOGY: Unit 1: 66, 86 Unit 5: 417 LEVELED READERS: Unit 3, Week 5: <i>A World of Water</i> (A, O, ELL, B) YOUR TURN PRACTICE BOOK: 165, 245, 276 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 3, 4, 12, 30 TEACHER'S EDITION: Unit 1: 215, 217A–217B, 217O, 217Q–217R Unit 3: 273, 309 Unit 4: 89A–89B, 89E Unit 5: 217A, 276, 277, 281C, 311, 313</p>

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CORRELATIONS

Reading Standards for Literacy in Science and Technical Subjects

Integration of Knowledge and Ideas		McGraw-Hill Reading Wonders
RST.6.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p>READING/WRITING WORKSHOP: Unit 1: 56, 70 Unit 3: 225, 228 Unit 4: 258 Unit 5: 358, 372 Unit 6: 416</p> <p>LITERATURE ANTHOLOGY: Unit 1: 53, 60, 74, 75, 81 Unit 5: 409</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, EL L B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, EL L B)</p> <p>YOUR TURN PRACTICE BOOK: 26, 146, 166, 227, 236</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 4, 12, 30</p> <p>TEACHER'S EDITION: Unit 1: 150, 151, 153D, 153K, 214, 217D, 217I, 232 Unit 3: 278, 297, 305, 309, 313, 315 Unit 4: 105 Unit 5: 150, 214, 215, 217J, 232, 233, 250 Unit 6: 150</p>
RST.6.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<p>READING/WRITING WORKSHOP: Unit 4: 257 Unit 5: 371</p> <p>TEACHER'S EDITION: Unit 4: 89C, 89O–89P Unit 5: 281F, 303, 307</p>
RST.6.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<p>LEVELED READERS: Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (A, O, EL L B)</p> <p>SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 24, 25, 30</p> <p>TEACHER'S EDITION: Unit 1: 329</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>MEDIA: VIDEOS: Unit 1, Week 3: <i>Living Environments</i> Unit 1, Week 4: <i>Surface Changes</i> Unit 3, Week 5: <i>Green Means Clean</i> Unit 4, Week 2: <i>Rising to the Challenge</i> Unit 5, Week 4: <i>Breakthrough Discoveries</i> Unit 5, Week 5: <i>Better Ways to Explore</i> Unit 6, Week 3: <i>Scientific Adventures</i></p> <p>TIME FOR KIDS ONLINE ARTICLES: Unit 1: "Teen Tanning" Unit 4: "Revved Up" Unit 5: "Eye on the Sky"</p>
Range of Reading and Level of Text Complexity		McGraw-Hill Reading Wonders
RST.6.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<p>READING/WRITING WORKSHOP: Unit 1: 54, 68</p> <p>LITERATURE ANTHOLOGY: Unit 1: 85</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (O, B) Unit 1, Week 4: <i>Exploring the Deep</i> (O, B) Unit 3, Week 5: <i>A World of Water</i> (O, B) Unit 4, Week 1: <i>Aground! The Story of the Exxon Valdez</i> (O, B) Unit 4, Week 2: <i>Against the Odds</i> (O, B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (O, B) Unit 5, Week 5: <i>A Microscopic World</i> (O, B) Unit 6, Week 3: <i>Adventure Under the Ice</i> (O, B)</p> <p>YOUR TURN PRACTICE BOOK: 25, 29, 35, 39, 145, 149, 165, 169, 235, 239, 245, 249, 275, 279</p> <p>TEACHER'S EDITION: Unit 1: 175, 179, 183, 239, 243, 247 Unit 3: 311 Unit 4: 111, 115, 119 Unit 5: 239, 243, 247, 303, 307, 311 Unit 6: 175, 179, 183</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>TIME FOR KIDS ONLINE ARTICLES: Unit 1: "Teen Tanning" Unit 4: "Revved Up" Unit 5: "Eye on the Sky"</p>

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

McGraw-Hill Reading Wonders

WHST. 6.1	Write arguments focused on <i>discipline-specific content</i> .	
WHST. 6.1a	Introduce claim(s)about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	READING/WRITING WORKSHOP: Unit 3: 230–231 Unit 4: 246–247 Unit 5: 360–361 WRITING WORKSTATION ACTIVITY CARDS: 5 TEACHER'S EDITION: Unit 3: 286–289 Unit 4: 30–33 Unit 5: 222–225 Unit 6: 344–345, 349
WHST. 6.1b	Support claim(s)with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	READING/WRITING WORKSHOP: Unit 3: 230–231 YOUR TURN PRACTICE BOOK: 150 TEACHER'S EDITION: Unit 1: 289 Unit 3: 286–289 Unit 5: 286–289 Unit 6: 335, 344–345, 349
WHST. 6.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	READING/WRITING WORKSHOP: Unit 1: 86–87 Unit 4: 260–261 YOUR TURN PRACTICE BOOK: 150 TEACHER'S EDITION: Unit 1: 286–289 Unit 4: 94–97 Unit 5: 158–161 Unit 6: 344–345, 349
WHST. 6.1d	Establish and maintain a formal style.	TEACHER'S EDITION: Unit 1: 222–225 Unit 5: 286–289 Unit 6: 335, 346–347, 349
WHST. 6.1e	Provide a concluding statement or section that follows from and supports the argument presented.	TEACHER'S EDITION: Unit 5: 224 Unit 6: 335, 346–347, 349

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CORRELATIONS

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

McGraw-Hill Reading Wonders

WHST. 6.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
WHST. 6.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (eg., headings), graphics (eg., charts, tables), and multimedia when useful to aiding comprehension.	SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 4, 7, 8, 9, 11, 12, 15, 22, 23, 24, 25, 26, 29 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 30 TEACHER'S EDITION: Unit 1: 158–161 Unit 5: 335, 344–345, 347, 351, 355
WHST. 6.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	READING/WRITING WORKSHOP: Unit 1: 58–59 Unit 2: 102–103, 116–117 YOUR TURN PRACTICE BOOK: 30, 60 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 7, 8, 9, 22, 23, 24, 27, 29 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 30 TEACHER'S EDITION: Unit 1: 158–161, 233, 241, 245 Unit 2: 30–33, 94–97 Unit 5: 346–347, 349, 350, 351, 352, 355
WHST. 6.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	TEACHER'S EDITION: Unit 5: 335, 349, 352–353, 355
WHST. 6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 15 WRITING WORKSTATION ACTIVITY CARDS: 18, 30 TEACHER'S EDITION: Unit 1: 222–225 Unit 5: 335, 349, 352–353, 355
WHST. 6.2e	Establish and maintain a formal style and objective tone.	READING/WRITING WORKSHOP: Unit 1: 72–73 YOUR TURN PRACTICE BOOK: 40 WRITING WORKSTATION ACTIVITY CARDS: 22, 30 TEACHER'S EDITION: Unit 1: 222–225 Unit 5: 344–345, 347, 354, 355 Unit 6: 94–97
WHST. 6.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2 WRITING WORKSTATION ACTIVITY CARDS: 30 TEACHER'S EDITION: Unit 5: 335, 346–347, 349, 353, 355
WHST. 6.3	(not applicable as a separate requirement)	(not applicable as a separate requirement)

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Production and Distribution of Writing		McGraw-Hill Reading Wonders
WHST. 6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 7, 8, 9, 11, 12, 15, 20, 22, 23, 24, 25, 26, 29 WRITING WORKSTATION ACTIVITY CARDS: 2, 30 TEACHER'S EDITION: Unit 1: 212, 221, 224–225, 233, 241, 245, 251 Unit 2: 89L, 96–97, 105, 113, 117, 123, 126 Unit 3: 212, 221, 233, 241, 245, 251 Unit 4: 20, 29, 32–33, 41, 49, 53, 59 Unit 5: 212, 221, 224–225, 233, 241, 245, 251 Unit 6: 148, 157, 169, 177, 181, 187
WHST. 6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	READING/WRITING WORKSHOP: Unit 2: 117 Unit 3: 231 Unit 4: 247 Unit 5: 347, 361, 375 Unit 6: 391, 405 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 5, 18, 30 TEACHER'S EDITION: Unit 1: 160–161 Unit 2: 96–97 Unit 3: 288–289 Unit 4: 32–33 Unit 5: 288–289, 345–349, 351–355 Unit 6: 32–33, 345–349
WHST. 6.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	TEACHER'S EDITION: Unit 5: 220, 348, 354 Unit 6: 348 www.connected.mcgraw-hill.com : RESOURCES TIME FOR KIDS ONLINE ARTICLES: Unit 2, Unit 3, Unit 5, Unit 6 WRITER'S WORKSPACE: Unit 5, Unit 6

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CORRELATIONS

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Research to Build and Present Knowledge		McGraw-Hill Reading Wonders
WHST. 6.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 4, 6, 7, 9, 11, 12, 15, 16, 17, 21, 22, 23, 24, 26, 28, 29, 30 WRITING WORKSTATION ACTIVITY CARDS: 18, 30 TEACHER'S EDITION: Unit 1: 28, 92, 330–333 Unit 2: 28, 92, 329, 330–333 Unit 3: 284, 329 Unit 4: 330–333 Unit 5: 330–333, 344–349, 350–355 Unit 6: 28, 92, 117, 329, 330–333
WHST. 6.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	READING WORKSTATION ACTIVITY CARDS: 15 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 16, 27 TEACHER'S EDITION: Unit 1: 28, 92, 156, 220, 284, 330–333 Unit 2: 28, 92, 328–329, 330–333 Unit 3: 284, 328–329, 330–333 Unit 4: 28, 92, 330–333 Unit 5: 156, 220, 284, 328–329, 330–333, 352, 354 Unit 6: 28, 92, 156, 220, 328–329, 330–333
WHST. 6.9	Draw evidence from informational texts to support analysis, reflection, and research.	LITERATURE ANTHOLOGY: Unit 1: 67, 87 Unit 2: 113, 127 Unit 3: 225, 245 Unit 4: 273, 289 Unit 5: 389, 409 Unit 6: 437, 459, 479, 501 LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, EL L B) Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, EL L B) Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) Unit 2, Week 2: <i>Everybody Counts</i> (EL L B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, EL L B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, EL L B) YOUR TURN PRACTICE BOOK: 29, 39, 49, 59, 69, 129, 139, 149, 159, 169, 229, 239, 249, 259, 269, 279, 289 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 3, 4, 6, 7, 9, 12, 15, 16, 23, 26, 27, 28, 29, 30 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 5 TEACHER'S EDITION: Unit 1: 157, 217S, 221, 285 Unit 2: 29, 53, 93 Unit 3: 157, 217R, 221, 285 Unit 4: 29, 93 Unit 5: 153P, 153Q, 157, 221, 285 Unit 6: 29, 93, 157
Range of Writing		McGraw-Hill Reading Wonders
WHST. 6.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LITERATURE ANTHOLOGY: Unit 1: 67, 87 Unit 2: 113, 127 Unit 3: 225, 245 Unit 4: 273, 289 Unit 5: 389, 409 Unit 6: 437, 459, 479, 501 LEVELED READERS: Unit 1, Week 3: <i>Rain Forest Riches</i> (A, O, EL L B) Unit 1, Week 4: <i>Exploring the Deep</i> (A, O, EL L B) Unit 1, Week 5: <i>Money Changes</i> (A, O, EL L B) Unit 2, Week 2: <i>Everybody Counts</i> (EL L B) Unit 5, Week 4: <i>Looking Further: The Hubble Telescope</i> (A, O, EL L B) Unit 6, Week 1: <i>The Spice Trade</i> (A, O, EL L B) Unit 6, Week 4: <i>The Ancient City of Ur</i> (A, O, EL L B) YOUR TURN PRACTICE BOOK: 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 129, 130, 139, 140, 149, 150, 159, 160, 169, 170, 229, 230, 239, 240, 249, 250, 259, 260, 269, 270, 279, 280, 289, 290 SCIENCE/SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 4, 6, 7, 8, 9, 11, 12, 14, 15, 20, 24, 26, 27, 28, 29 WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 5, 18, 30 TEACHER'S EDITION: Unit 1: 276, 285, 288–289, 297, 305, 309, 315 Unit 2: 20, 25P, 29, 32–33, 41, 53, 62 Unit 3: 148, 157, 169, 177, 181, 183, 187, 190 Unit 4: 93, 96–97, 105, 113, 117, 123, 126 Unit 5: 212, 221, 224–225, 233, 241, 245, 251, 350–355, 356–361 Unit 6: 212, 221, 224–225, 233, 241, 245, 251