

CORRELATION TO THE COMMON CORE STATE STANDARDS

READING: Informational Text

STANDARD	CORRELATION
Key Ideas and Details	
Anchor Standard 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.	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Student Edition: 6-7, 9-11, 13-17, 19, 26-27, 29-31, 33-37, 39, 46-47, 49-51, 53-55, 57 Teacher Edition: T6-T7, T9-T11, T13-T17, T19, T26-T27, T29-T31, T33-T37, T39, T46-T47, T49-T51, T53-T55, T57
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
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.	Student Edition: 11, 15, 17, 26, 27, 31, 32, 33, 37, 38 Teacher Edition: T11, T15, T17, T26, T27, T31, T32, T33, T37, T38
Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
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).	Student Edition: 7, 8, 9, 13, 15, 26, 27, 29, 33, 39 Teacher Edition: T7, T8, T9, T13, T15, T26, T27, T29, T33, T39
Craft and Structure	
Anchor Standard 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.	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Student Edition: 7, 9, 11, 12, 27, 31, 35, 37, 47, 51, 55 Teacher Edition: T7, T9, T11, T12, T27, T31, T35, T37, T47, T51, T55
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
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.	Student Edition: 9, 31 Teacher Edition: T9, T31
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Student Edition: 12, 17, 35, 37, 38 Teacher Edition: T12, T17, T35, T37, T38
Integration of Knowledge and Ideas	
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
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.	Student Edition: 21-23, 41-43, 59-61 Teacher Edition: T21-T23, T41-T43, T59-T61
Anchor Standard 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.	
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.	Student Edition: 23, 35, 37, 39, 43, 61 Teacher Edition: T23, T35, T37, T39, T43, T61
Anchor Standard 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.	
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).	Student Edition: 33 Teacher Edition: T33

READING: Informational Text, *continued*

Range of Reading and Level of Text Complexity	
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	
RI.5.10 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.	Student Edition: 6-7, 10-11, 14-17, 26-27, 30-31, 34-37, 46-47, 50-51, 54-55 Teacher Edition: T6-T7, T10-T11, T14-T17, T26-T27, T30-T31, T34-T37, T46-T47, T50-T51, T54-T55

WRITING

STANDARD	CORRELATION
Text Types and Purposes	
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	Student Edition: 23, 43, 61 Teacher Edition: T23, T43, T61
Anchor Standard 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.	
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.	Student Edition: 22, 42, 60 Teacher Edition: T22, T42, T60
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Student Edition: 21, 41, 59 Teacher Edition: T21, T41, T59
Production and Distribution of Writing	
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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.)	Student Edition: 9, 13, 19, 21-23, 29, 33, 39, 41-43, 49, 53, 57, 59-61 Teacher Edition: T9, T13, T19, T21-T23, T29, T33, T39, T41-T43, T49, T53, T57, T59-T61
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
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.	Student Edition: 21-23, 41-43, 59-61 Teacher Edition: T21-T23, T41-T43, T59-T61
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
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.	Student Edition: 21-23, 41-43, 59-61 Teacher Edition: T21-T23, T41-T43, T59-T61
Research to Build and Present Knowledge	
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Student Edition: 6-23, 25-43, 45-61 Teacher Edition: T6-T23, T25-T43, T45-T61
Anchor Standard 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.	
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.	Student Edition: 6-7, 9-11, 13-17, 19, 21-23, 26-27, 29-31, 33-37, 39, 41-43, 46-47, 49-51, 53-55, 57, 59-61 Teacher Edition: T6-T7, T9-T11, T13-T17, T19, T21-T23, T26-T27, T29-T31, T33-T37, T39, T41-T43, T46-T47, T49-T51, T53-T55, T57, T59-T61

WRITING, *continued*

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Student Edition: 9, 13, 19, 21-23, 29, 33, 39, 41-43, 49, 53, 57, 59-61 Teacher Edition: T9, T13, T19, T21-T23, T29, T33, T39, T41-T43, T49, T53, T57, T59-T61
Range of Writing	
Anchor Standard 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.	
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.	Student Edition: 9, 13, 19, 21-23, 29, 33, 39, 41-43, 49, 53, 57, 59-61 Teacher Edition: T9, T13, T19, T21-T23, T29, T33, T39, T41-T43, T49, T53, T57, T59-T61