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# Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

LITERATURE STANDARDS	First Pages of Lessons
<b>Key Ideas and Details</b>	
<b>ELA.RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	47, 109, 128
<b>ELA.RL.6.2:</b> 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.	47, 109, 124, 128
<b>ELA.RL.6.3:</b> 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.	109, 124, 128
<b>Craft and Structure</b>	
<b>ELA.RL.6.4:</b> 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.	106
<b>ELA.RL.6.5:</b> 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.	47, 109, 128
<b>ELA.RL.6.6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.	109
<b>Integration of Knowledge and Ideas</b>	
<b>ELA.RL.6.7:</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	47, 128
<b>ELA.RL.6.9:</b> 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.	128
INFORMATIONAL TEXT STANDARDS	First Pages of Lessons
<b>Key Ideas and Details</b>	
<b>ELA.RI.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	19, 57
<b>ELA.RI.6.2:</b> 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.	25, 38, 57, 65, 83, 103, 113
<b>ELA.RI.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples or anecdotes).	19, 43, 51, 57, 62, 65, 69, 83, 103, 113



# Common Core State Standards Correlations *(cont.)*

INFORMATIONAL TEXT STANDARDS	First Pages of Lessons
<b>Craft and Structure</b>	
<b>ELA.RI.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	19, 28, 38, 65, 79, 113
<b>ELA.RI.6.5:</b> 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.	51, 65, 72, 103
<b>ELA.RI.6.6:</b> Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.	19, 25, 31, 43, 51, 62, 65, 83, 103
<b>Integration of Knowledge and Ideas</b>	
<b>ELA.RI.6.7:</b> 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.	28, 31, 36, 43, 69
<b>ELA.RI.6.8:</b> 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.	19, 25, 28, 31, 38
<b>ELA.RI.6.9:</b> 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).	51, 69
WRITING STANDARDS	First Pages of Lessons
<b>Text Types and Purposes</b>	
<b>ELA.W.6.1:</b> Write arguments to support claims with clear reasons and relevant evidence. <b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly. <b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <b>d.</b> Establish and maintain a formal style. <b>e.</b> Provide a concluding statement or section that follows from the argument presented.	19, 22, 25, 28, 31, 36, 38, 43, 47, 51
<b>ELA.W.6.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>a.</b> 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.	57, 62, 65, 69, 72, 76, 79, 83, 87, 93, 97



# Common Core State Standards Correlations *(cont.)*

WRITING STANDARDS	First Pages of Lessons
<b>Text Types and Purposes</b>	
<b>ELA.W.6.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented.	(See page 6.)
<b>ELA.W.6.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.	103, 109, 113, 118, 124, 128, 134, 139
<b>Production and Distribution of Writing</b>	
<b>ELA.W.6.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	19, 22, 25, 28, 36, 38, 47, 51, 65, 69, 72, 76, 79, 83, 87, 93, 97, 103, 106, 109, 113, 128, 134, 139
<b>ELA.W.6.5:</b> 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.	22, 36, 38, 43, 51, 65, 69, 76, 83, 93, 106, 113, 118, 124, 134
<b>ELA.W.6.6:</b> 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.	36, 43, 72, 83, 87, 93, 97, 113, 134, 139



# Common Core State Standards Correlations *(cont.)*

WRITING STANDARDS	First Pages of Lessons
<b>Research to Build and Present Knowledge</b>	
<b>ELA.W.6.7:</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	28, 31, 36, 38, 43, 51, 57, 69, 93, 97, 139
<b>ELA.W.6.8:</b> 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.	31, 38, 43, 51, 93, 139
<b>ELA.W.6.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	19, 25, 28, 38, 47, 51, 62, 69, 87, 93, 103, 106, 124, 128
<b>SPEAKING &amp; LISTENING STANDARDS</b>	<b>First Pages of Lessons</b>
<b>Comprehension and Collaboration</b>	
<b>ELA.SL.6.1:</b> 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.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and rephrasing.	19, 22, 25, 28, 31, 36, 43, 47, 51, 57, 62, 65, 69, 72, 76, 83, 87, 93, 97, 103, 106, 109, 118, 124, 128, 134, 139
<b>ELA.SL.6.2:</b> 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.	36, 51, 76, 87, 93, 97, 103, 109, 118, 139
<b>ELA.SL.6.3:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	22, 25, 31, 43, 47, 97



# Common Core State Standards Correlations *(cont.)*

SPEAKING & LISTENING STANDARDS		First Pages of Lessons
<b>Presentation of Knowledge and Ideas</b>		
<b>ELA.SL.6.4:</b> 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.		28, 43, 51, 62, 69, 76, 79, 83, 87, 93, 97, 109, 118
<b>ELA.SL.6.5:</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		43, 76, 87, 93, 97, 103, 113, 134
<b>ELA.SL.6.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		19, 25, 28, 36, 43, 47, 69, 76, 79, 83, 93, 97, 106, 109, 124, 139
LANGUAGE STANDARDS		First Pages of Lessons
<b>Conventions of Standard English</b>		
<b>ELA.L.6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul>		19, 22, 25, 31, 36, 38, 43, 47, 51, 65, 69, 76, 79, 87, 93, 97, 103, 106, 113, 118, 124, 128, 134, 139
<b>ELA.L.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul>		19, 22, 25, 31, 36, 38, 43, 47, 51, 65, 69, 76, 79, 87, 93, 97, 103, 106, 113, 118, 124, 128, 134, 139
<b>Knowledge of Language</b>		
<b>ELA.L.6.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone.</li> </ul>		19, 22, 25, 31, 36, 38, 43, 47, 51, 65, 69, 76, 79, 87, 93, 97, 103, 106, 113, 118, 124, 128, 134, 139



# Common Core State Standards Correlations *(cont.)*

LANGUAGE STANDARDS	First Pages of Lessons
<b>Vocabulary Acquisition and Use</b>	
<b>ELA.L.6.4:</b> 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. <ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li><li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., checking the inferred meaning in context or in a dictionary).</li></ul>	19, 25, 28, 31, 38, 47, 51, 65, 72, 76, 79, 93, 97, 106, 113, 118, 128
<b>ELA.L.6.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., personification) in context.</li><li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li><li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</li></ul>	28, 36, 47, 51, 57, 65, 69, 76, 93, 103, 106, 113, 118, 128, 134, 139
<b>ELA.L.6.6:</b> 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.	25, 28, 36, 38, 47, 51, 65, 69, 76, 93, 97, 103, 106, 109, 113, 118, 128, 134, 139





## Understanding the Standards: Introductory Q & A

Use the following Q & A as a guide for understanding general features of the Common Core State Standards.

### ***Why Common Core?***

- The Common Core State Standards were developed to match the amount of time needed for instruction with the available instructional time.
- Curriculum development closely follows the development of the standards.
- Expectations for students are derived from the knowledge and skills required to be college- or career-ready.
- Standards, curriculum, and assessment materials can be shared among states.
- They provide information and agreement on what students should learn in core academic disciplines.
- They provide an essential set of knowledge and skills students are expected to learn.
- There is accountability to meet student learning needs.
- There is agreement in what students need to learn and know from one grade level to the next and across school districts or states in a highly mobile society.
- All teachers are now responsible for literacy, not just language arts teachers.

### ***How are the new standards different from previous standards?***

- The Common Core State Standards are based on internationally benchmarked standards.
- They emphasize creativity, collaboration, critical thinking, presentation and demonstration, problem solving, research and inquiry, and career readiness. They also encourage the use of technology.
- The majority of states have adopted the Common Core State Standards, resulting in uniform expectations for student learning across the country.

### ***What will students learn?***

- The Common Core State Standards for English Language Arts set forth expectations for students in reading, writing, speaking & listening, and language.
- Common Core instruction and activities give students opportunities to practice and apply what they are learning.
- Students apply standards from each of the four areas as they learn concepts and content across subject areas. The standards for reading and writing, for example, are meant to be applied to content areas, such as science and social studies.
- Common Core instruction shifts the focus from students learning skills or mastering standards in isolation to group collaboration.





# Effective Use of Language

## Objective

Students will read a formal and informal sample, take notes on what they notice about different styles of writing and effective use of language, and write their own sample sentences in each style.

**Vocabulary:** acoustics, democratic, distribute, Greece, involvement, status, thrive, unified

## Materials

- “Ancient Greece” (page 81) (reading level 6.6), one copy per student
- “The People of Athens” (page 82) (reading level 5.8), one copy per student
- “Notes About Style” (page 82), one copy per student
- “Informal Style VS. Formal Style” (from “Use Formal Style,” page 37), for teacher reference
- scissors

## Preparation

If desired, select volunteers for the Opening activity prior to the lesson and have those who will demonstrate formal style dress formally and those who will present informal style dress more informally (but still within the school dress code).

## Opening

1. Introduce a current social studies topic about which students have some background knowledge (for example, a particular culture of recent study).
2. Refer to the chart “Informal Style VS. Formal Style” (page 37) to review the differences between formal style and informal style.
3. Ask volunteers to share what they have learned about the social studies topic. Have some students use formal style in their presentations and others use informal style.

## Directions

1. Photocopy and distribute “Ancient Greece,” “The People of Athens,” and “Notes About Style” (pages 81 and 82). When photocopying “Ancient Greece,” be sure to cover up the transition words.
2. Have students read the samples and complete “Notes About Style” (page 82).
3. Discuss tips to help students maintain a formal style in their writing.
  - Use strong nouns that specifically refer to people, places, and things.
  - Use a dictionary and thesaurus to find just the right word.
  - Do not overuse pronouns. Be very clear in your writing.
  - Refer to a style guide to use underline and quotation marks correctly.
  - Use transition words to connect ideas. (for example, *that is why*, *after*, *then*, *if*, *and*, *when*, *this is what happens when*, *this is because*)



## Effective Use of Language *(cont.)*

### Closing

1. Have students write several sample sentences about the topic suggested in the Opening activity. Direct students to make the sentences easy to cut apart (e.g., each sentence should start on a new line). Some sentences should demonstrate a specific aspect of effective use of language or formal style, such as precise vocabulary, specific nouns, use of neutral pronouns, spelling words out instead of using abbreviations or contractions, etc. Other sentences should demonstrate informal style, such as colloquial language, contractions, use of “you,” nonspecific pronouns, etc.
2. Have students cut their sentences apart into strips. Students will trade their sentence strips with partners.
3. Students will sort their partners’ strips into those that demonstrate formal style and those that are written in informal style.

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### Extension

1. Have some students write a sample using formal style and other students write a sample using informal style. Have remaining students write samples that demonstrate using language effectively, such as using descriptive words, precise vocabulary, active verbs, language that specifically relates to the subject, and smooth transitions with linking words.
2. If possible, arrange for students to present their writing to another class.

### Interactive Whiteboard Options

Expand the Closing activity. Collect anonymous student strips and scan into a flip-chart page. Set up two containers, one labeled “Formal style” and one labeled “Informal style.” Display one sentence at a time and have students take turns dragging and dropping each sentence to the appropriate container.

### ELL Tip

Work with a small group to read the samples. Read a few sentences and have students read after you to assist students with pronunciation and vocabulary. Assist students as needed as they complete “Notes About Style” (page 82).

### Assessment Plan

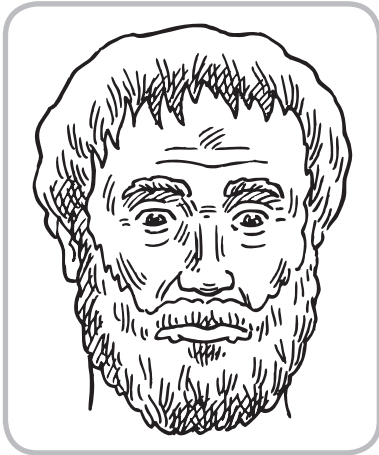
Have partners check each other after they sort their sentence strips.



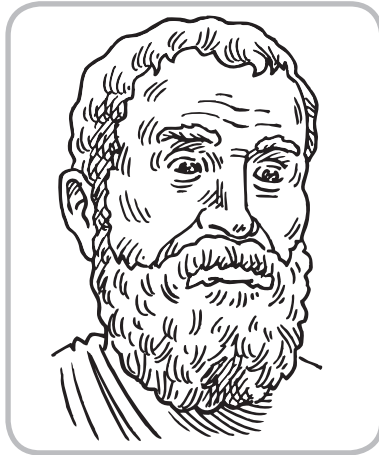
## Ancient Greece

Ancient Greece was made up of several city-states. A common language and culture united these groups of people. At this time, Greece was not a unified empire. Over time, Athens grew in power and status.

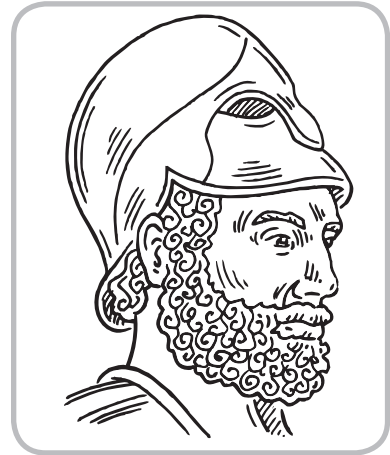
Within Athens, more than one group of people struggled for power. Some wealthy families had owned land for many years. Farmers barely made a living on small amounts of land. Businessmen helped the economy thrive and grow. Several rulers had a great influence on Greek culture. Draco, the first, established a code of laws. This was the first step towards equalizing power among various groups of people. Solon freed anyone who was a slave because of debt. He also allowed people their first taste of involvement with government. A third major influence was Pisistratus, who broke up large estates. He redistributed land to peasants. He also encouraged the development of the arts. A later ruler established a truly democratic government.



**Draco**



**Solon**



**Pisistratus**

### Transition Words

At this time

Over time

Within

Draco, the first,

later



# The People of Athens

What made Athens so great? The people and culture of Athens contributed a lot to our current society. They placed value on lots of things—drama, education, reason, and the pursuit of happiness.

Theaters were places of education and entertainment. They had great acoustics. You could hear the actors several rows back. Actors wore large masks to show the type of character they played.

Teachers taught people to question old traditions. They asked questions to encourage people to think. One teacher said that it's good to seek knowledge. From this comes virtue and then happiness. He questioned old values. Others encouraged people to think about how democracy should function. One complaint about democracy was that people talked too much to get anything done.

## NOTES ABOUT STYLE

### Informal Style

### Formal Style

## Transitions and Linking Words

## Effective Use of Language

descriptive words

precise vocabulary

language that relates to the subject