

Common Core State Standards Correlations

LANGUAGE STANDARDS

Common Core Standard	Student Pages
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 2–3, 5–17, 19–26, 28–52, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 116–121, 123, 126–130, 132–134, 136–137, 139, 141, 143–156, 158–161, 169, 180, 185, 187, 189–191, 194–199, 201–208, 244–245, 253, 263–265, 283, 289, 295, 303, 320–321, 323, 361, 365, 396, 399, 441, 473, 489, 510–511, 588, 626 TE: 2–5, 7–23, 25, 32, 42–43, 46–49, 54–75, 77, 80–111, 113, 116, 119–123, 126–127, 132–133, 136–137, 140–142, 144–153, 158–161, 166, 168–169, 181, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 212, 214–215, 216, 218, 220, 222, 224, 226, 228, 230, 232, 245, 251, 260, 262–266, 270, 283, 288, 290, 292, 294, 296, 298, 300–304, 308, 321, 326, 328, 330–332, 334, 336, 338, 340, 342–344, 346, 353, 356, 364–366, 368, 370, 372, 374, 376, 378, 380, 382–383, 386, 404, 406, 409, 415–417, 420, 455, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 556, 558, 560, 564, 566, 568, 570, 572, 574, 592, 595–596, 598
L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	SE: 34–39, 50–51 TE: 6, 28–29, 34–49, 51, 82, 250, 253, 254, 256–258, 576
L.6.1b Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	SE: 32–33, 192–193 TE: 32–33, 192, 252–253, 562, 576
L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.	SE: 31, 39, 47, 50 TE: 29–32, 36, 38, 42–43, 46–49, 253, 257, 576
L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	SE: 30–31, 52 TE: 6, 30–32, 82, 143, 250, 253, 357, 576
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.	SE: 50–51, 123, 125, 129, 135, 225, 321, 323, 358, 406–409, 434–435, 510–511, 549–551, 553, 588–589, 627, 629 TE: 19–20, 22, 25, 29, 31, 33–38, 43, 45–49, 51, 65, 69, 124–125, 143–144, 225, 227–228, 244, 250, 253, 257, 357, 359–360, 406–409, 414, 494, 582, 584, 587–589, 627
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 15–17, 25, 136–137, 140–141, 154, 163, 166–171, 173, 174–175, 182, 227, 243–245, 264–265, 283, 320, 374–375, 396, 399, 435, 471, 473, 511, 625, 627 TE: 6, 14–19, 40–41, 138–139, 141, 162–176, 178–179, 181, 225, 243, 245, 283, 310, 321, 372, 375, 396–397, 408, 442, 444, 446, 448, 450–452, 454, 456, 458, 460, 471, 510, 513, 549, 600, 602, 604, 606, 608, 610, 612, 614, 616, 627
L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	SE: 19, 164–165, 169, 182, 321, 323, 359, 361, 397, 419, 489, 527, 529, 549, 551, 589 TE: 164, 177, 527–529, 588
L.6.2b Spell correctly.	SE: 5, 16, 41, 51, 245, 283, 320–321, 323, 359, 361, 380–383, 396–397, 433, 435, 473, 511, 549, 551, 553, 589, 627, 629 TE: 2–5, 222, 244–245, 282–283, 320–321, 358–359, 383–384, 395, 433, 491, 510–511, 513

LANGUAGE STANDARDS	
Common Core Standard	Student Pages
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 121, 123, 125, 127, 128, 133, 135, 139, 141, 145, 147, 149, 151, 155–156, 171, 245, 283, 321, 397, 399, 414–416, 419, 433, 435, 473 TE: 93, 117, 119, 123–125, 129, 144–145, 147, 149–150, 153, 245, 321, 433, 440–441, 460, 600
L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.	SE: 117, 130, 134–135, 143, 153, 225, 227, 239, 244, 263, 264–265, 282, 320, 343, 344, 358, 361, 396, 415, 417, 434, 510, 550, 588, 598, 626 TE: 127, 133–135, 137–139, 143, 151, 225–228, 244, 342–345, 356–357, 396, 414–415, 417, 598
L.6.3b Maintain consistency in style and tone.	SE: 239, 244, 282, 320, 345, 357–358, 396, 415, 434, 626 TE: 85, 357, 396, 595, 623
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	SE: 20–21, 221, 222–223, 229–231, 282, 301–303, 305, 307, 320, 338–341, 380–383, 411–413, 435, 453–455, 457, 491–493, 531, 533, 535–537, 549–551, 569, 579, 588 TE: 6, 21, 82–84, 92, 163, 176–177, 221–224, 226, 229–231, 243, 279, 305, 307, 319, 338–343, 357, 367, 374, 395, 410–413, 452–453, 455, 490–494, 530–537, 545, 569–570, 583, 611
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 meaning of a word or phrase.	SE: 20–21, 147, 155, 301–303, 307, 339, 381–382, 453–455, 493, 531, 533, 535, 579 TE: 93, 340, 381, 382, 452, 493, 530–536
L.6.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	SE: 338–341, 411–413, 491–493 TE: 338–341, 357, 410–413, 490–494
L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	SE: 63, 221–223, 229–231, 301, 305, 307, 317, 320, 380–381, 383, 411, 435, 453–455, 457, 492–493, 535–537, 549–550, 569, 588 TE: 6, 21, 82–84, 92, 163, 176–177, 221–224, 229–231, 243, 279, 305, 307, 319, 338–343, 357, 367, 374, 395, 412–413, 453, 455, 490–491, 493, 534–537, 545, 569–570, 583, 611
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).	SE: 228, 244, 338, 383, 411, 413, 492, 533, 535, 537 TE: 302, 352, 382, 411, 413, 491–492, 531, 533–536, 545, 583
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 315, 551, 579, 589 TE: 380–383, 385, 395–396
L.6.5a Interpret figures of speech (e.g., personification) in context.	SE: 299, 315, 317, 319, 607–609 TE: 298–300, 302, 311, 318, 322, 559, 607–609, 624
L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	SE: 531, 533 TE: 530–533
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>).	SE: 228–230, 319, 588 TE: 229–231, 304–307, 311, 318–319, 536, 559, 568
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.	SE: 144–145, 251, 282, 309–310, 530–531, 533, 545, 550, 588 TE: 144–145, 385, 395, 510, 530–534, 545

Common Core State Standards Correlations

WRITING STANDARDS

Common Core Standard	Student Pages
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	SE: 19, 37, 544, 553 TE: 539, 541
W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	SE: 328, 331, 333, 336–337, 347, 349, 351, 353, 355, 357, 519, 523, 539, 541, 543, 544, 547, 549, 559 TE: 327, 333, 337, 350, 521
W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE: 327, 331–333, 335, 347, 349, 353, 355, 357, 519, 521, 523, 525, 539, 541, 544, 547, 549, 559 TE: 327, 337, 350, 519, 521, 523, 525
W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE: 348–349, 357–358, 547, 549 TE: 333, 546, 566
W.6.1d Establish and maintain a formal style.	SE: 278–279, 317, 358, 396, 407, 408–409, 423, 431, 434, 506, 510, 521, 544, 546–547, 549–550, 588 TE: 521
W.6.1e Provide a concluding statement or section that follows from the argument presented.	SE: 327, 328, 347, 349, 353, 354, 355, 357, 358, 546, 547, 549, 583, 584, 626 TE: 333, 354, 545
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.	SE: 3, 7, 21, 33, 35, 65, 67, 81, 87, 91, 95, 99, 107, 111, 130, 135, 147, 161, 163, 171, 175, 177, 179, 271, 272, 282, 285, 388, 434–435 TE: 165, 263
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.	SE: 251–257, 259, 261, 265, 267, 269, 277, 279, 281–282, 285, 366, 375, 391, 393, 403, 405, 407, 409, 419, 421, 423, 425, 427, 429, 434, 481, 485, 499, 501, 503, 505, 561, 563, 565, 567, 571, 575, 579, 581, 583, 585, 587, 588 TE: 65, 129, 251, 253, 259, 261–262, 267–269, 271, 275, 365, 385, 405, 407, 409, 423, 427, 431, 481, 485, 500, 503, 507, 559, 575, 583, 604
W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE: 253, 255, 257, 259, 261, 265, 267, 275, 277, 279, 281–282, 285, 365–367, 370, 372–373, 375, 389, 391, 393, 405, 407, 409, 419, 421, 423, 425, 427, 429, 434, 499, 501–503, 505, 561, 563, 571, 575, 579, 581, 583, 585, 587–588 TE: 69, 73, 77, 259, 261, 262, 265, 268, 365, 367, 371, 405, 407, 409, 423, 431, 449, 489, 503, 505, 565, 575, 583, 604
W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	SE: 259, 260–261, 265, 267, 279, 281–282, 285, 419, 425, 429, 434, 510, 565–567, 585, 587–588 TE: 258–259, 261–262, 268, 391, 567, 583, 604
W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 125, 279, 281–282, 285, 374, 419, 423, 425, 429, 434, 568–571, 583, 588 TE: 55, 253, 365, 396, 420, 510, 568–571, 583
W.6.2e Establish and maintain a formal style.	SE: 279, 281–282, 285, 407, 409, 423, 425, 429, 434, 510 TE: 405, 407, 409, 509–510, 575, 589
W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	SE: 251–253, 255, 261, 265, 267, 279, 282, 285, 367, 393, 396, 405, 423, 425, 427, 429, 434, 499, 501, 561, 575, 583, 585, 587–588 TE: 257, 262, 268, 365, 405, 407, 409, 423, 507, 583

WRITING STANDARDS	
Common Core Standard	Student Pages
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE: 49, 89, 97, 121, 151, 161, 163, 167, 175, 215, 236, 303, 415, 455 TE: 179, 219, 227, 231, 233, 235, 289, 291, 293, 297, 305, 441, 445, 449, 451
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.	SE: 214, 233, 237, 239, 241, 243, 293, 294–295, 313, 315, 319–320, 441, 443, 445, 447, 449, 465, 467, 469, 472, 595, 599, 601, 603, 605, 619, 621, 623 TE: 117, 217, 237, 295, 297, 441, 445, 447, 461, 595, 599, 603, 625
W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE: 43, 85, 93, 217, 235, 237, 239, 241, 243, 289, 290–291, 293–294, 313, 315, 316–317, 319–320, 447, 449–450, 461, 463, 465, 467, 469, 472, 597, 599, 603, 605, 623 TE: 161, 173, 225, 235, 291, 295, 297, 305, 441, 443, 445, 449, 451, 461–462, 599, 619, 625
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.	SE: 213, 241, 244, 293–295, 313, 315, 319–320, 472, 603, 605, 623 TE: 212, 603, 625
W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE: 91, 95, 121, 228–229, 231, 239, 241, 243, 289–291, 293–295, 297, 299, 305, 313, 315, 319–320, 343–345, 467, 469, 472, 599, 623 TE: 213, 228–230, 233, 241, 289, 297, 305, 599, 625
W.6.3e Provide a conclusion that follows from the narrated experiences or events.	SE: 219, 233, 239, 241, 243, 313, 315, 319–320, 441, 443, 467, 469, 472, 621, 623 TE: 219, 625
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.)	SE: 227, 241, 243–244, 247, 274, 279, 281–283, 285, 315, 317, 319–321, 323, 355, 357, 359, 361, 429, 433–434, 437, 451, 469, 471, 475, 487, 489, 493, 505, 507, 509, 511, 513, 543–545, 547, 549–550, 553, 587, 591, 623, 629 TE: 77, 238, 245, 293, 299, 355, 358, 383, 393, 395, 398, 407, 419–420, 506–507, 509, 512–513, 549–551, 579, 625, 629
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.)	SE: 241, 243–245, 247, 279, 281–283, 285, 293, 301, 303, 317, 319, 321, 355, 357, 359, 393, 395–397, 419, 421, 431, 433, 435, 469, 471, 473, 507, 509, 511, 539, 541, 547, 549, 585, 587, 595, 623, 625 TE: 144, 163, 171, 173, 234, 240, 242, 245, 251, 254–255, 260, 278–279, 281, 301, 303, 317, 355, 358–359, 375, 397, 409, 420, 431, 469, 472, 483, 487–490, 507, 533, 547–550, 589, 620, 624–625
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.	SE: 65, 66, 73, 93, 99, 121, 127, 137, 161, 231, 247, 255, 277, 285, 293, 305, 315, 323, 347, 361, 373, 386–387, 399, 421, 425, 437, 467, 475, 487, 497, 499, 501, 505, 513, 553, 569, 591, 629 TE: 81, 141, 225, 243, 305, 314, 322, 360, 398, 477, 495–497, 499, 501–502, 504, 512, 523, 525, 531, 535, 537, 539, 542–543, 549, 579, 587–589, 621, 628–629
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SE: 71, 99, 127, 137, 173, 177, 179, 387, 479, 495, 501–502, 533, 542–543 TE: 65, 67, 73, 81, 335, 337, 349–350, 361, 379–380, 386–387, 423, 477, 479–480, 483, 485, 489, 495, 497, 499–500, 502

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WRITING STANDARDS

Common Core Standard	Student Pages
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.	SE: 350, 371, 387, 483, 487, 489, 501–502, 525, 543 TE: 173, 355, 389, 391, 483, 485, 487, 489, 496–497, 503, 505, 511, 525, 543, 547
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 479, 495, 501, 557, 559, 571, 573–575, 577, 579, 595, 597, 599, 601, 603, 605, 608, 611, 613 TE: 232, 495, 497, 499, 503, 505, 555, 557, 559, 571, 573, 577, 592–593, 595
W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	SE: 561, 563, 580–581, 583, 585, 587–589, 591 TE: 561
W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	SE: 327, 328, 578 TE: 483, 485, 555, 569
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.	SE: 3, 9, 11, 13, 17, 37, 39, 45, 47, 67, 97, 101, 119, 123, 125, 127, 130, 133, 135, 137, 139–141, 143, 145, 149, 151, 153–155, 159, 163, 165, 182, 185, 187, 189, 191, 193, 195, 197, 199, 213–215, 217, 219, 221–223, 225, 227, 229–231, 236, 251, 295, 297, 299, 301, 305, 307, 312–313, 315, 317, 319–321, 335–337, 339, 341, 348, 350, 365, 371, 377, 379–381, 383, 385, 387, 403, 407–408, 411, 415, 417, 419, 421, 427, 442, 445, 451, 453, 454–455, 457, 459, 464, 479, 481, 483, 485, 491, 497, 513, 520, 527, 529, 533, 535, 541, 542, 557, 561, 563, 565, 566, 568–569, 573, 577, 581, 595, 597, 601, 607, 609, 611, 613–614, 617–618 TE: 2–9, 11, 14–15, 17, 20–23, 29–30, 35, 37–41, 43, 45–46, 48–49, 51, 54–55, 57, 59–61, 63, 65, 69, 71, 73, 75, 80–83, 85–86, 89, 91, 93, 95, 99, 103–107, 109, 111, 117–118, 120–121, 123, 125, 132–139, 143, 145, 147, 149, 151, 155, 159–162, 166–167, 169, 171–172, 175, 179, 186, 188, 192, 196, 198, 200, 204, 215, 217, 220–221, 223, 225–227, 229–231, 233, 236–238, 241, 244, 283, 288, 300–301, 303, 307, 314, 326–327, 332, 335–337, 339, 341, 343, 345, 347, 361, 366, 369–371, 375, 377, 379, 381–383, 385–387, 401, 403, 405–408, 411, 415, 417, 419, 421–423, 425–427, 429, 435, 445, 453, 455, 457, 459, 461, 479, 481, 491, 493, 495, 502, 504, 507, 512, 519, 521, 523, 527, 529, 531, 533, 535, 539–540, 547, 557, 559, 561, 563, 573, 577, 597, 605, 607, 611, 613, 619, 621, 623

SPEAKING AND LISTENING STANDARDS	
Common Core Standard	Student Pages
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	SE: 138, 271, 323, 327, 364, 421, 596, 598, 600, 602, 604, 606, 612 TE: 4–5, 8, 14–15, 25, 54, 56, 58–59, 74, 77, 80, 82, 85–86, 96, 100–101, 103–104, 106, 108–110, 113, 116–124, 126–127, 129, 132, 134–137, 140, 142, 144, 146–153, 158–177, 179, 181, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 210–213, 215, 218, 222, 236–237, 239, 246, 249, 255, 259, 261, 263, 265, 267, 269, 274–287, 289, 312–316, 320, 322, 327, 331, 335, 337, 341, 348, 350–351, 353–355, 359–360, 362–363, 383, 388–390, 392, 394–405, 407–408, 410–412, 414–424, 426–430, 434–439, 476–477, 491, 495, 516, 542, 544–545, 550–551, 559, 569, 580–581, 584, 588, 592, 599, 613, 618, 620, 622, 624, 626–628
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.	SE: 241, 273, 329, 369, 371, 379, 385, 389, 425, 431, 462–463, 507, 523, 529, 531, 537, 539, 540–541, 547, 561, 567, 577–579, 585, 595, 613, 615, 617–618, 623 TE: 2–5, 7, 9–23, 25, 28–49, 51, 54–57, 59–75, 77, 81, 83–95, 97–108, 110–111, 113, 125, 141, 145, 155, 214, 216–224, 226–235, 238, 240, 242–245, 247–248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270–273, 279, 288, 290–311, 317–319, 323–324, 326, 328, 330, 332–334, 338–340, 342–346, 352, 356–358, 361, 364–374, 376, 378–382, 384–387, 393, 402, 404–406, 408–410, 412–414, 416, 418, 420, 422–424, 431–433, 440–444, 446–458, 460, 462–464, 466–475, 478–498, 500–502, 504–509, 511–513, 517–529, 532–541, 543, 546–549, 552–553, 555–556, 558–560, 562–564, 566–568, 570–579, 582, 586–587, 590, 593–598, 600–612, 614–617, 619, 623
SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE: 241, 273, 369, 379, 539, 541, 547, 578, 585, 617, 623 TE: 81, 107, 234–235, 241, 247, 250, 279, 293, 310–311, 323, 373, 387, 506–507, 511, 537, 539, 541, 547, 579, 590, 615–617, 623
SL.6.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	SE: 241, 273, 369, 371, 373, 379, 389, 425, 431, 435, 462, 507, 511, 539, 541, 547, 577–578, 585, 617, 623 TE: 107, 113, 235, 247, 273, 279, 311, 323, 325, 358, 361, 368–371, 373, 379, 385, 387, 507, 511, 521, 526, 537, 539, 541, 547, 553, 579, 615, 616–617, 623, 625
SL.6.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SE: 241, 273, 310, 349, 369, 371, 431, 435, 462–463, 523, 537, 539, 541, 547, 561, 578, 585, 595, 613, 615, 617–618, 623 TE: 2–5, 7, 9–17, 22–23, 30–31, 34–49, 51, 54–57, 59–75, 77, 83–95, 97–108, 110–111, 113, 214, 216–235, 238, 240, 242–245, 247, 273, 279, 290–294, 296–307, 309–311, 317–319, 323, 325, 328–330, 332–334, 336, 338–340, 342–346, 352, 356–358, 361, 364–374, 378–382, 384–387, 393, 437, 440–454, 456–458, 460, 462–475, 478–498, 500–502, 504–509, 511–513, 522–529, 532–539, 541, 543, 546–549, 552–553, 557–558, 563, 566–568, 570–576, 579, 582, 590–591, 593–598, 600–612, 614–617, 619, 623

Common Core State Standards Correlations

SPEAKING AND LISTENING STANDARDS

Common Core Standard	Student Pages
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.	SE: 233, 235, 273, 309–311, 377, 379, 385–387, 425, 461, 540–541, 579, 616–617 TE: 51, 57, 71, 161, 224, 231–232, 271–273, 309, 311, 346, 349, 354, 361, 373–374, 377, 379, 387, 401, 423, 425, 445, 447, 453, 457, 458–463, 490, 499, 501, 540–543, 552, 555, 559, 561, 563, 567, 575, 585, 595, 597, 599, 601, 609, 615–616
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.	SE: 347–349, 539–541 TE: 347–349, 361, 539–541, 543, 591
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.	SE: 461, 463, 475, 499, 501, 539–541, 577, 578 TE: 271, 347, 349, 385, 387, 423, 425, 463, 499, 501, 539, 541, 591
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE: 141, 309, 311, 386–387, 461, 463, 501 TE: 4, 81, 231, 305, 311, 387, 461–463, 501, 535, 553
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 here for specific expectations.)	SE: 233, 235, 309, 311, 347–349, 425, 461, 463, 475, 611, 613, 615–617 TE: 107, 137, 161, 233–235, 238, 271, 346–347, 424, 448–449, 451–452, 456–463, 506, 540–541, 577–578, 585, 600–602, 611, 617