

Macmillan/McGraw-Hill
CALIFORNIA TREASURES
Grade 6, Teacher's Edition

ALIGNED WITH

COMMON CORE
STATE STANDARDS FOR

English Language Arts

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Literacy in History/Social Studies,
Science, and Technical Subjects

Includes California Augmentation (in bold text in CCSS column)

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, 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 a number of 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.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Not in standards.	UNIT 3: 348, 350, UNIT 4: 461, 461A, 461B, 465, 466, 467, 470, 471, 473, 474, 477, 481M, 481N, 481U, 481Y UNIT 6: 605
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.	R3.6 Identify and analyze features of themes conveyed through characters, actions, and images. R2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	UNIT 1: 15 UNIT 2: 169 UNIT 3: 288, 319, 321, 323, 325, 327, 329, 330, 333, 337O, 337P, 337AA, 354, 357B UNIT 5: 525, 526, 529, 531, 532, 533, 534, 537, 541M, 541N, 541U, 541Y UNIT 6: 633B
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.	R3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. R3.3 Analyze the influence of setting on the problem and its resolution. R3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	UNIT 1: S14, 108 UNIT 2: 187A, 187B, 188, 197, 199, 200, 209O, 209P, 209W, 217, 227B UNIT 3: 247A, 247B, 252, 255, 262, 265, 271W, 271AA, 282, 293B, 296 UNIT 4: 472 UNIT 6: 617A, 617B, 622, 627, 643P, 643W, 643AA
Craft and Structure		
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. (See grade 6 Language standards 4-6 for additional expectations.)	R1.2 Identify and interpret figurative language and words with multiple meanings. R1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).	UNIT 1: 15, 69A, 106 UNIT 2: 168, 212, 218 UNIT 3: 283, 351

<p>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.</p>	<p>Not in standards.</p>	<p>UNIT 1: S14, 15 UNIT 2: 187A, 190, 194, 200, 209P, 209W, 209AA, 217 UNIT 3: 252, 255, 262, 271O, 271P, 271W, 271AA, 282, 288, 293B, 296, 315A, 323, 326, 337P UNIT 5: 528, 541N, 541U UNIT 6: 622, 627, 636, 643P, 643W</p>
<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>R3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).</p>	<p>UNIT 1: 41, 79 UNIT 3: 252 UNIT 4: 450 UNIT 5: 529</p>
<p><i>Integration of Knowledge and Ideas</i></p>		
<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Not in standards.</p>	<p>UNIT 3: 262 UNIT 6: 690 Additional lessons to address this standard are available in the Common Core Standards e-Handbook.</p>
<p>8. (Not applicable to literature)</p>	<p>(Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
<p>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>	<p>R3.1 Identify the forms of fiction and describe the major characteristics of each form.</p>	<p>UNIT 1: S20, 27, 51, 87, 113 UNIT 2: 145, 167, 203, 227, 231 UNIT 3: 265, 293, 307, 333, 357 UNIT 4: 389, 415, 427, 451 UNIT 5: 511, 537, 573, 597 UNIT 6: 633, 661, 697, 723</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p>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>	<p>Not in standards, but covered in Criteria document.</p>	<p>Reading selections in the Grade 6 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 955-1155 required by the Common Core Standard for grades 6-8.</p>

Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	R2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. R2.7 Make reasonable assertions about a text through accurate, supporting citations.	UNIT 5: 501, 511B Additional lessons to address this standard are available in the Common Core Standards e-Handbook.
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.	R2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	UNIT 1: 64, 69U, 69V, 69CC, 69GG UNIT 2: 131B, 136, 139, 141, 145, 145B, 149P, 149T, 149V, 149W, 149Z, 149AA, 158, 161, 162, 164, 167, 171M, 171N, 171U, 171Y UNIT 4: 423A, 424, 426, 427, 431U, 431V, 431CC, 431GG, 442, 451B, 482 UNIT 6: 647, 647A, 647B, 648, 650, 651, 653, 654, 657, 657, 658, 661, 665M, 665N, 665U, 665Y, 672, 730, 732, 733
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).	Not in standards.	UNIT 3: 304, 305, 307 UNIT 4: 389, 399A, 400, 402, 409, 413, 415, 419M, 419N, 419U, 419Y, 427, 451 UNIT 5: 573 UNIT 6: 648, 650, 656, 659, 665M, 665N, 665U, 665Y
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.)	R1.2 Identify and interpret figurative language and words with multiple meanings. R1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	UNIT 1: S10, 29, 60, 90 UNIT 2: 205 UNIT 3: 374 UNIT 4: 381 UNIT 5: 544 UNIT 6: 668, 711
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to	See below.	UNIT 1: S16-S17 UNIT 4: 498 UNIT 5: 504, 509, 547, 560, 564 UNIT 6: 671, 708, 712

the development of the ideas.		
a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.	R2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	UNIT 1: S16, 28, 52, 58J, 88 UNIT 2: 128L, 179B, 228, 237, 239I UNIT 3: 311QQ, 338L UNIT 4: 390, 478, 481B UNIT 6: xvi, 677QQ, 724
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	R2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.	UNIT 1: 40, 42, 43, 46, 47, 48, 50, 51, 53, 64, 120 UNIT 2: 144, 166 UNIT 4: 388, 447, 450 UNIT 5: 510, 572, 596 UNIT 6: 660, 696, 722
Integration of Knowledge and Ideas		
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.	(implied) R2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	UNIT 1: 52, 114, 115, 121 UNIT 2: 157 UNIT 3: 266, 267 UNIT 4: 390, 391, 447, 478, 479, 485 UNIT 5: 562, 502
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.	R2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions. R2.7 Make reasonable assertions about a text through accurate, supporting citations. R2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	UNIT 1: 93 UNIT 2: 160 UNIT 3: 311J UNIT 4: 408, 439 UNIT 5: 517F, 585 UNIT 6: 677J, 711, 735A
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).	(implied) R2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	UNIT 4: 381, 404 Additional lessons to address this standard are available in the Common Core Standards e-Handbook.
Range and Level of Text Complexity		
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.	Not in standards, but covered in Criteria document.	Reading selections in the Grade 6 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 955-1155 required by the Common Core Standard for grades 6-8.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

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

Writing Standards

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
<i>Text Types and Purposes</i>		
1. Write arguments to support claims with clear reasons and relevant evidence.	W2.5 Write persuasive compositions: <ul style="list-style-type: none"> a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments. 	UNIT 1: 93D, 116-117, 117A-117B UNIT 3: 311I-311L UNIT 4: 395A-395B, 395C-395F, 418-419B, 419C-419D, 457A-457D, 457E-457F, 481C, 487D UNIT 5: 541B UNIT 6: 677J, 735A -735D
a. Introduce claim(s) and organize the reasons and evidence clearly.	(see above)	UNIT 1: 93D, 116-117, 117A-117B UNIT 3: 311I-311L UNIT 4: 395A-395B, 395C-395F, 418-419B, 419C-419D, 457A-457D, 457E-457F, 481C UNIT 5: 541B UNIT 6: 677J, 735A -735D
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	(see above)	UNIT 1: 93D, 116-117, 117A-117B UNIT 3: 311I-311L UNIT 4: 395A-395B, 395C-395F, 487D, 418-419B, 419C-419D, 457A-457D, 457E-457F, 481C UNIT 5: 541B UNIT 6: 677J, 735A -735D
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	(see above, not explicitly stated)	UNIT 4: 487D UNIT 6: 735D, 735F
d. Establish and maintain a formal style.	(see above, not explicitly stated)	UNIT 1: 93D, 116-117, 117A-117B UNIT 3: 311I-311L UNIT 4: 395A-395B, 395C-395F, 418-419B, 419C-419D, 457A-457D, 457E-457F, 481C, 487D UNIT 5: 541B UNIT 6: 677J, 735A -735D
e. Provide a concluding statement or section that follows from the argument presented.	(see above, not explicitly stated)	UNIT 6: 735A -735D

<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis</p>	<p>W2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ul style="list-style-type: none"> a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. 	<p>UNIT 2: 183G-183N , 239A–239E, UNIT 5: 517E, 517F, 553G-553M, 577E, 603C, 609A-609E</p>
<p>a. Introduce a topic or thesis statement; 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.</p>	<p>(see above)</p>	<p>UNIT 2: 183G-183N , 239A–239E, UNIT 5: 517E, 517F, 553G-553M, 577E, 603C, 609A-609E</p>
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>(see above)</p>	<p>UNIT 2: 183G-183N , 239A–239E, UNIT 5: 517E, 517F, 553G-553M, 577E, 603C, 609A-609E</p>
<p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>(see above, not explicitly stated)</p>	<p>UNIT 2: 183G-183N UNIT 5: 609A-609E</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>(see above, not explicitly stated)</p>	<p>UNIT 2: 239A–239E UNIT 5: 609A-609E</p>
<p>e. Establish and maintain a formal style.</p>	<p>(see above, not explicitly stated)</p>	<p>UNIT 2: 183G-183N, 239A–239E, UNIT 5: 553G-553M, 609A-609E</p>
<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>(see above, not explicitly stated)</p>	<p>UNIT 5: 609A-609E</p>

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>W2.1 Write narratives:</p> <ul style="list-style-type: none"> a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense). 	<p>UNIT 1: 34K, 69G–69N, 123A–123G</p>
<ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 	<p>(see above)</p>	<p>UNIT 1: 34K, 69G–69N, 123A–123G</p>
<ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<p>(see above)</p>	<p>UNIT 1: 34K, 69G–69N</p>
<ul style="list-style-type: none"> c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 	<p>(see above, not explicitly stated)</p>	<p>UNIT 1: 69G–69N, 123A–123G</p>
<ul style="list-style-type: none"> d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<p>(see above)</p>	<p>UNIT 1: 123A–123G</p>
<ul style="list-style-type: none"> e. Provide a conclusion that follows from the narrated experiences or events. 	<p>(see above, not explicitly stated)</p>	<p>UNIT 1: 123A–123G</p>
<p><i>Production and Distribution of Writing</i></p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for</p>	<p>W1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p>	<p>UNIT 1: 69I, 123B UNIT 2: 183L, 239B UNIT 3: 337A, 367B, 367D UNIT 4: 487B UNIT 5: 553H, 609B, 609C UNIT 6: 735B</p>

<p>writing types are defined in standards 1–3 above.)</p>	<p>W1.2 Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <p>W1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p>	
<p>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. See Language Standards and Language Progressive Skills below.)</p>	<p>W1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>UNIT 1: 123B, 123D, 123E UNIT 2: 239B, 239D, 239E UNIT 3: 367B, 367D, 359F, 367E</p>
<p>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>	<p>W1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>W1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p>	<p>UNIT 1: 123E UNIT 2: 239E, 239I-239K UNIT 3: 367E UNIT 4: 427C–427D</p>

Research to Build Knowledge		
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>W1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>W2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. 	<p>UNIT 1: 123K UNIT 2: 239K UNIT 3: 367K UNIT 5: 553G–553N, 609K, 609A–609E UNIT 6: 677G–677N</p>
<p>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.</p>	<p>W1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>W2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. 	<p>UNIT 1: xvi UNIT 2: xvi UNIT 3: xvi UNIT 4: xvi, 427D UNIT 5: xvi, 553H, 553K, 609B-609C UNIT 6: xvi, 673C-673D, 677H</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>(See below.)</p>	<p>UNIT 1: S20, 27, 51, 87, 93, 113 UNIT 2: 145, 160, 167, 203, 227 UNIT 3: 265, 293, 307, 311J, 333, 357 UNIT 4: 389, 408, 415, 427, 439, 451 UNIT 5: 511,</p>

		517F, 537, 573, 585, 597 UNIT 6: 633, 661, 677J, 697, 711, 723, 735A
a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	R3.6 Identify and analyze features of themes conveyed through characters, actions, and images. (applied to writing)	UNIT 1: S20, 27, 51, 87, 113 UNIT 2: 145, 167, 203, 227 UNIT 3: 265, 293, 307, 333, 357 UNIT 4: 389, 415, 427, 451 UNIT 5: 511, 537, 573, 597 UNIT 6: 633, 661, 697, 723
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	R2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. (applied to writing)	UNIT 1: 93 UNIT 2: 160 UNIT 3: 311J UNIT 4: 408, 439 UNIT 5: 517F, 585 UNIT 6: 677J, 711, 735A
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1.0 Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	UNIT 1: 26, 33D, 34L–34M, 48, 50, 57, 57B, 62, 69G–69H, 69J, 86, 88, 112, 116, 117, 117A, 120, 123C, 123D UNIT 2: 128L–128M, 144, 166, 171A, 171B, 171D, 183G–183H, 183J, 183L, 202, 209C, 209D, 209Y, 226, 232, 233A, 233B, 239A, 239B, 239C, 239D, 239I–239J UNIT 3: 264, 292, 311G–311J, 311M, 311N, 332, 337H, 338L–338M 356, 358–359, 361C, 361F, 364, 367A–367E UNIT 4: 372, 388, 396, 396L–396M 414, 420, 420L–420M, 431D, 432, 446, 450, 455D, 458, 458L–458M, 476, 481V, 481Z, 484, 487A–487F UNIT 5: 495A, 495B, 496, 510, 517P, 517AA, 518, 536, 537B, 542, 545A, 546–547, 549, 553U, 553V, 553CC, 553GG, 557A, 565, 569, 572, 573B, 596, 603A, 606, 609A, 609B, 609C UNIT 6: 632, 643C, 643D, 643E, 660, 665C, 669A, 673B, 677G–677N, 696, 701E, 702L–702M, 705A, 705B, 720, 722, 724, 729C, 729M, 729N, 729U, 729Y, 732, 735A–735G

College and Career Readiness Anchor Standards for Speaking and Listening	
<i>Comprehension and Collaboration</i>	
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.	
<i>Presentation of Knowledge and Ideas</i>	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

Speaking and Listening Standards

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
<i>Comprehension and Collaboration</i>		
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.	1.0 Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	UNIT 1: 6L–6M, 33G–33H, 34L–34M, 57E–57F, 58L–58M, 69M–69N, 70L–70M, 93G–93H, 94L–94M, 117E–117F UNIT 2: 128L–128M, 149G–149H, 150L–150M, 172L–172M, 171E–171F, 183M–183N, 184L–184M, 209G–209H, 210L–210M, 233E–233F UNIT 3: 244L–244M, 271G–271H, 272L–272M, 299E–299F, 300L–300M, 311M–311N, 312L, 337G–337H, 338L–338M, 361E–361F UNIT 4: 372L–372M, 395G–395H, 396L–396M, 419E–419F,

		420L–420M, 432L–432M, 457G–457H, 458L–458M, 481E–481F UNIT 5: 492L–492M, 517G–517H, 518L–518M, 541E–541F, 542L–542M, 554L–554M, 577G–577H, 578L–578M, 603E–603F UNIT 6: 614L–614M, 643G–643H, 644L–644M, 665E–665F, 666L–666M, 678L–678M, 701G–701H, 702L–702M, 729E–729H
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.	<p>LS1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>LS1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p>LS1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p>	UNIT 4: 395JJ, 419HH, 431PP, 457JJ, 481HH UNIT 5: 517JJ, 541HH, 553PP, 577JJ, 603HH UNIT 6: 643JJ, 665HH, 677PP, 701JJ, 729HH
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	(not stated explicitly in standards)	UNIT 4: 395JJ, 419HH, 431PP, 457JJ, 481HH UNIT 5: 517JJ, 541HH, 553PP, 577JJ, 603HH UNIT 6: 643JJ, 665HH, 677PP, 701JJ, 729HH
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p>LS2.2 Deliver informative presentations:</p> <p>a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</p> <p>b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p>	UNIT 4: 395JJ, 419HH, 431PP, 457JJ, 481HH UNIT 5: 517JJ, 541HH, 553PP, 577JJ, 603HH UNIT 6: 643JJ, 665HH, 677PP, 701JJ, 729HH
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	(not stated explicitly in standards)	UNIT 1: 93KK UNIT 2: 209KK UNIT 3: 337KK UNIT 4: 457KK UNIT 5: 577KK UNIT 6: 701KK

<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>LS1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect. LS1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	<p>UNIT 1: T8, 121 UNIT 2: 262, 290 UNIT 6: 690</p>
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>(not stated explicitly in standards; implied in #2)</p>	<p>UNIT 3: 367E, 367K UNIT 4: 419B, 457F, 487E UNIT 6: 677L, 735E</p>
<p>Presentation of Knowledge and Ideas</p>		
<p>4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>LS2.1 Deliver narrative presentations:</p> <ul style="list-style-type: none"> a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). <p>LS2.2 Deliver informative presentations:</p> <ul style="list-style-type: none"> a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information). <p>LS2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a. Develop an interpretation exhibiting careful reading, understanding, and 	<p>UNIT 1: 69J, 93KK UNIT 2: 183J, 200, 209K UNIT 3: 337KK, 354, 367E, 367K UNIT 4: 419B, 431H, 457KK, 487E, 487K UNIT 5: 577KK UNIT 6: 658, 701KK, 735E, 735K</p>

	<p>insight.</p> <ul style="list-style-type: none"> b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. <p>LS2.4 Deliver persuasive presentations:</p> <ul style="list-style-type: none"> a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal. <p>LS2.5 Deliver presentations on problems and solutions:</p> <ul style="list-style-type: none"> a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions. 	
<p>a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and</p>	<p>LS2.2 Deliver informative presentations:</p> <ul style="list-style-type: none"> a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., 	<p>UNIT 1: xvi, 123K UNIT 2: xvi, 183J, 239B–239E, 239K UNIT 3: xvi, 271Y, 367K UNIT 4: xvi, 368/369, 487C, 487K UNIT 5: xvi, 553J, 553BB, 553FF, 593, 600, 609B–609E, 609K UNIT 6: xvi, 655, 678K, 735K</p>

provides a strong conclusion.	speakers, periodicals, online information).	
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	LS1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	UNIT 1: 123K UNIT 2: 239K UNIT 3: 367K UNIT 4: 487K UNIT 5: 609K UNIT 6: 735K
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.)	LS1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	UNIT 1: 123K, 183J UNIT 2: 239K UNIT 3: 367K UNIT 4: 457D, 457F, 487K UNIT 5: 609K UNIT 6: 735K

College and Career Readiness Anchor Standards for Language	
<i>Conventions of Standard English</i>	
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.	
<i>Knowledge of Language</i>	
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 and listening.	
<i>Vocabulary Acquisition and Use</i>	
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 encountering an unknown term important to comprehension or expression.	

Language Standards

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). These Language Progressive Skills for Grades 3-5 are shown in a chart following the Language standards.

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
<i>Conventions of Standard English</i>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.	UNIT 1: 33GG, 57EE, 69MM, 93GG, 117B, 117EE UNIT 2: 149GG, 171EE, 183E, 183MM, 209GG, 233EE UNIT 3: 271GG, 297E, 299EE, 311MM, 337GG, 361EE UNIT 4: 393E, 395GG, 417E, 419EE, 431E, 431MM, 455E, 457GG, 479E, 481EE UNIT 5: 517GG, 539E, 541EE, 553E,

		553MM, 577GG, 603EE UNIT 6: 641E, 643GG, 663E, 665EE, 677MM, 699E, 701GG, 729EE
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Not in standards. (only indefinite pronouns included)	UNIT 4: 431E–431F, 431MM
b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves), correctly .	Not in standards. (only indefinite pronouns included)	UNIT 3: 299HH, 311F UNIT 4: 393E–393F, 395GG, 417E–417F, 419EE, 431E–431F, 431MM, 455E–455F, 457GG, 479E–479F, 481EE
c. Recognize and correct inappropriate shifts in pronoun number and person.	Not in standards. (only indefinite pronouns included)	UNIT 4: 393F, 431MM, 479E–479F
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Not in standards. (only indefinite pronouns included)	UNIT 4: 393F, 455E Additional lessons to address this standard are available in the Common Core Standards e-Handbook.
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.	Not in standards.	UNIT 1: 123E UNIT 2: 239E UNIT 3: 367E UNIT 4: 487E UNIT 5: 609E UNIT 6: 735E
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.	UNIT 1: S23, 123D, 123E UNIT 2: 239E UNIT 3: 367E UNIT 4: 487E UNIT 5: 609E UNIT 6: 735E
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Not in standards.	Lessons to address this standard are available in the Common Core Standards e-Handbook.
b. Spell correctly.	WC1.5 Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).	UNIT 1: 31C–31D, 55C–55D, 58N–58O, 69C–69D, 69R, 69AA, 69EE, 91C–91D, 115C–115D UNIT 2: 147C–147D, 169C–169D, 183C–183D, 207C–207D, 231C–231D UNIT 3: 269C–269D, 297C–297D, 300N–300O, 311C–311D, 311R, 311AA, 311EE, 335C–335D, 359C–359D UNIT 4: 393C–393D, 417C–417D, 431C–431D, 455C–455D, 479C–479D UNIT 5: 515C–515D, 539C–539D, 553C–553D, 575C–575D, 601C–601D UNIT 6: 641C–641D, 663C–663D, 677C–677D, 699C–699C, 727C–727D

Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Not in standards. (implied)	UNIT 1: S23, 123D, 123E UNIT 2: 239E, 239K UNIT 3: 337, 367D-367F, 367K UNIT 4: 431H, 487D, 487E UNIT 5: 553Y, 609D, 609E, 609K UNIT 6: 643A–643B, 643E–643F, 664–665, 665C–665D, 735D, 735E, 735K
a. Vary sentence patterns for meaning, reader / listener interest, and style.	Not in standards. (implied)	UNIT 6: 643A–643B, 643E–643F, 664–665, 665C–665D
b. Maintain consistency in style and tone.	Not in standards. (implied)	UNIT 1: 123E UNIT 2: 239E, 239K UNIT 3: 337, 367D-367F, 367K UNIT 4: 431H, 487D UNIT 5: 553Y, 609D, 609E, 609K UNIT 6: 735D, 735E, 735K
Vocabulary Acquisition and Use		
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.	R1.2 Identify and interpret figurative language and words with multiple meanings. R1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. R1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. R1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).	UNIT 1: S10, S12, 29, 31D, 55D, 60, 69A, 69CC, 90 UNIT 2: 183D, 212, 218, 231A, 231D, 233U UNIT 3: 297D UNIT 4: 374, 381, 395W, 431A UNIT 5: 517W, 520, 527, 539A, 539D, 541U, 544, 553A, 553D, 553CC, 573A UNIT 6: 616, 629, 641A, 641D, 643W, 668, 677A, 677D, 711, 727A, 729U, 731
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.	R1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	UNIT 1: S10, 29, 31D, 55D, 60, 69A, 69CC, 90 UNIT 2: 183D, 212, 218, 231A, 231D, 233U UNIT 3: 297D UNIT 4: 374, 381, 395W, 431A UNIT 5: 517W, 539D, 544, 553A, 553D, 553CC UNIT 6: 668, 677A, 677D, 711, 727A, 729U

<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>	<p>Not in standards.</p>	<p>UNIT 1: S11 UNIT 2: 174 UNIT 3: 314, 335A, 337W UNIT 4: 432N–432O, 434, 446, 455A, 457L, 457U, 457W, 457Y, 455A, 455D, 457W UNIT 5: 542N–542O, 553C–553D, 553R, 553AA, 553EE, 554N–554O, 575C–575D, 577L, 577U, 577Y, 607</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Not in standards.</p>	<p>UNIT 1: S12, 8, 31A, 72, 76, 91A, 93W UNIT 3: 274, 302, 311A, 340, 345, 359A, 367C UNIT 4: 487C UNIT 5: 494, 503, 515A, 520, 527, 549C–549D, 556 UNIT 6: 616, 629, 643CC, 665AA, 677II, 680, 685, 699A, 701CC, 729AA</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Not in standards.</p>	<p>UNIT 1: S10, 29, 60, 90 UNIT 2: 212, 218 UNIT 4: 374, 381 UNIT 5: 544</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>R1.2 Identify and interpret figurative language and words with multiple meanings. R1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p>	<p>UNIT 1: 6L, 72, 76, 91A, 110 UNIT 2: 146, 168, 171W, 172L–172M, 210L UNIT 3: 359A UNIT 4: 395O, 416, 417, 471A, 419W, 472 UNIT 5: 574, 575, 577Y, 604 UNIT 6: 646, 655, 662, 663, 663A, 663D, 665W, 698, 699, 701Y, 735D, 735E</p>
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>(Not explicitly stated in standards, but implied.)</p>	<p>UNIT 1: 46 UNIT 2: 205 UNIT 3: 335</p>
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>(Not explicitly stated in standards, but implied.)</p>	<p>UNIT 1: 110 UNIT 4: 417A UNIT 6: 646, 655, 663A, 663D</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>(Not explicitly stated in standards, but implied.)</p>	<p>UNIT 1: 72, 76, 91A UNIT 3: 359A UNIT 4: 395O, 472 UNIT 6: 735D, 735E</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>	<p>(Not explicitly stated in standards, but implied in R1.2-R1.5.)</p>	<p>UNIT 1: 31A, 33K, 33CC, 37A, 55A, 57I, 57AA, 61A, 69A, 69Q, 69II, 73A, 91A, 93K, 93CC, 97A, 115A, 117I, 117AA UNIT 2: 131A, 147A, 149D,</p>

<p>vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>149K, 149CC, 153A, 169A, 171I, 171AA, 175A, 179A, 183A, 183II, 187A, 207A, 209K, 209CC, 213A, 231A , 233I, 233AA UNIT 3: 247A, 269A , 271K, 271CC, 275A, 297A, 299I, 299AA, 311A, 311Q, 311II, 335A, 337K, 337CC, 359A, 361I, 361AA UNIT 4: 375A, 393A, 395D, 395K, 395CC, 399A, 419I, 417A, 419AA, 423A, 431A, 431Q, 431II, 435A, 457A, 457K, 457CC, 461A, 481I, 481AA UNIT 5: 495A, 517K, 517CC, 521A, 541I, 541AA, 545A, 553A, 553K, 553Q, 553II, 557A, 577K, 577CC, 581A, 603I, 603AA UNIT 6: 617A, 643K, 643CC, 647A, 665I, 665AA, 669A, 677I, 677Q, 677II, 681A, 701K, 701CC, 705A, 729I, 729AA</p>
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Language Progressive Skills

Below are the grades 3, 4, and 5 asterisked (*) Language standards indicated by CCSS to be particularly likely to require continued attention in grade 6 as they are applied to increasingly sophisticated writing and speaking.

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
<i>Conventions of Standard English</i>		
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	WC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	UNIT 3: 269F UNIT 4: 431MM, 479E–479F
L.3.3a. Choose words and phrases for effect.	Not in standards.	UNIT 1: S23, 123D, 123F UNIT 2: 239D UNIT 3: 367D UNIT 4: 487D UNIT 5: 609D, 609F UNIT 6: 735D, 735F
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	WC1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. (Fragments and run-ons not stated in standards.)	UNIT 1: 31E-31F, 33GG, 115E-115F
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).	WC1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).	UNIT 2: 152, 156, 160, 169A, 171U, 235 UNIT 3: 302, 311A, 311CC UNIT 4: 479F UNIT 5: 492N–492O, 515C–515D, 517L, 517U, 517Y, 539C
L.4.3a. Choose words and phrases to convey ideas precisely.	Not in standards. (implied)	UNIT 1: 69L, 123D UNIT 2: 148, 149, 149C, 170, 171A, 171B, 171D, 239D, 239F UNIT 3: 311 UNIT 4: 487D, 487F UNIT 5: 578K, 609D UNIT 6: 643A, 677
L.4.3b. Choose punctuation for effect.	Not in standards.	UNIT 1: 31F, 33GG UNIT 4: 431F
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	WC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	UNIT 3: 297E–297F, 299EE, 311MM UNIT 4: 431H UNIT 6: 601E–601F

L.5.2a. Use punctuation to separate items in a series.	Not in standards.	UNIT 2: 169F Additional lessons to address this standard are available in the Common Core Standards e-Handbook.
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Reading Standards for Literacy in History | Social Studies, Grade 6

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	R2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. R2.7 Make reasonable assertions about a text through accurate, supporting citations. (Primary and Secondary sources not in standards.)	UNIT 6: 708, 713, 724, 725, 726
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.	R2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. (Summary distinct from opinions not in standards.)	UNIT 1: 63 UNIT 2: 177 UNIT 3: 307 UNIT 4: 387, 389, 425, 427 UNIT 6: 610/611, 682, 684, 691, 695, 713
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).	Not in standards.	UNIT 2: 149P, 149Q, 149R, 149W, 149X, 233M, 233N, 233O, 233P UNIT 3: 272K
Craft and Structure		
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.	R1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	UNIT 1: 28, 52 UNIT 2: 105K, 154, 172, 204, 228 UNIT 3: 266, 358 UNIT 4: 436, 452 UNIT 5: 538 UNIT 6: 644K, 678K, 706, 711, 724, 725, 726
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	R2.2 Analyze text that uses the compare-and-contrast organizational pattern.	UNIT 2: 158, 205, 206, 207 UNIT 3: 266 UNIT 4: 441, 445 UNIT 5: 538 UNIT 6: 706, 708, 710, 711, 712, 720
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g.,	(implied) R2.8 Note instances of unsupported inferences,	UNIT 1: 53 UNIT 2: 166, 204 UNIT 4: 388, 447, 450

loaded language, inclusion or avoidance of particular facts).	fallacious reasoning, persuasion, and propaganda in text.	
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Not in standards. (Could be implied in R2.1.)	UNIT 1: 54, 55 UNIT 2: 163, 228, 230 UNIT 4: 447 UNIT 3: 267, 269, 358, 359 UNIT 6: 727
8. Distinguish among fact, opinion, and reasoned judgment in a text.	R2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. R2.7 Make reasonable assertions about a text through accurate, supporting citations. R2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	UNIT 1: 53 UNIT 2: 156, 160, 162 UNIT 4: 450 UNIT 5: 594 UNIT 6: 726
9. Analyze the relationship between a primary and secondary source on the same topic.	Not in standards.	UNIT 2: 157 UNIT 4: 452, 453, 454, 457Y UNIT 5: 594 UNIT 6: 708, 713, 724, 725, 726
Range of Reading and Level of Text Complexity		
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.	Not in standards, but covered in Criteria document.	UNIT 1: 28-31,52-55 UNIT 2: 154-166, 204-207, 228-231 UNIT 3: 266-269, 358-359 UNIT 4: 436-450, 452-455 UNIT 5: 538-539 UNIT 6: 644K, 678K, 706-722, 724-727

Reading Standards for Literacy in Science and Technical Subjects, Gr.6

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
Key Ideas and Details		
<p>1. Cite specific textual evidence to support analysis of science and technical sources.</p>	<p>R2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>R2.7 Make reasonable assertions about a text through accurate, supporting citations. (Science and technical sources not in standards.)</p>	<p>UNIT 1: 91 UNIT 2: 128K UNIT 4: 439</p>
<p>2. Determine the central ideas or conclusion of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>R2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. (Summary distinct from opinions not in standards.)</p>	<p>UNIT 4: 392 UNIT 5: 565 UNIT 6: 648, 650, 651, 653, 654, 657, 658, 661</p>
<p>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>R2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p>	<p>UNIT 1: 84 UNIT 2: 184K, 233M, 233N, 233O, 233P UNIT 5: 569</p>
Craft and Structure		
<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific or technical context relevant to grades 6-8 texts and topics.</p>	<p>R1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p>	<p>UNIT 1: 88, 89, 90, T7 UNIT 2: 130 UNIT 3: 267 UNIT 4: 390, 391 UNIT 5: 558, T5 UNIT 6: 648</p>
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>	<p>(implied, but not complete meeting of standard)</p> <p>R2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p>	<p>UNIT 5: 558, 560, 564, 569, 570</p>

<p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>(implied) R2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.</p>	<p>UNIT 4: 392 UNIT 5: 558, 561, 572 UNIT 6: 660</p>
<p><i>Integration of Knowledge and Ideas</i></p>		
<p>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>	<p>Not in standards. (Could be implied in R2.1.)</p>	<p>UNIT 1: 6K, 34K, 58K, 70K UNIT 2: 150K, 172K, 210K UNIT 3: 244K, 272K, 300K, 338K UNIT 4: 372K, 390, 391, 393, 396K, 420K, 458K UNIT 5: 488/489, 492K, 518K, 542K, 5554K, 560, 562, 566, 578K UNIT 6: 666K, 702K</p>
<p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>R2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions. R2.7 Make reasonable assertions about a text through accurate, supporting citations. R2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.</p>	<p>UNIT 4: 392 UNIT 6: 655, 658</p>
<p>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>	<p>Not in standards.</p>	<p>Lessons to address this standard are available in the Common Core Standards e-Handbook.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p>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>	<p>Not in standards, but covered in Criteria document.</p>	<p>UNIT 1: 88-91 UNIT 2: 130-131 UNIT 4: 390-393 UNIT 5: 558-572 UNIT 6: 648-661</p>

Writing Standards for Literacy in History | Social Studies, Science, and Technical Subjects, Gr. 6

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
Grade 6 students:		
<i>Text Types and Purposes</i>		
1. Write arguments focused on <i>discipline-specific content</i> .	W2.5 Write persuasive compositions: <ul style="list-style-type: none"> a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments. 	UNIT 1: 93D, 116-117, 117A-117B UNIT 4: , 457A-457D, 457E-457F, 481C, 487D UNIT 6: 677J, 735A -735D
a. 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.	(see above)	UNIT 1: 93D, 116-117, 117A-117B UNIT 4: , 457A-457D, 457E-457F, 481C UNIT 6: 677J, 735A -735D
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	(see above)	UNIT 1: 93D, 116-117, 117A-117B UNIT 4: 457A-457D, 457E-457F, 481C, UNIT 6: 677J, 735A -735D
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	(see above, not explicitly stated)	UNIT 4: 487D UNIT 6: 735D, 735F
d. Establish and maintain a formal style.	(see above, not explicitly stated)	UNIT 1: 93D, 116-117, 117A-117B UNIT 4: 457A-457D, 457E-457F, 481C UNIT 6: 677J, 735A -735D
e. Provide a concluding statement or section that follows from and supports	(see above, not explicitly stated)	UNIT 6: 735A -735D

the argument presented.		
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	W2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.	UNIT 5: 553G-553M, 609A-609E
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	(see above)	UNIT 5: 553G-553M, 609A-609E
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	(see above)	UNIT 5: 553G-553M, 609A-609E
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	(see above)	UNIT 5: 609A-609E
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	(see above, not explicitly stated)	UNIT 5: 609A-609E
e. Establish and maintain a formal style and objective tone.	(see above, not explicitly stated)	UNIT 5: 553G-553M, 609A-609E
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	(see above, not explicitly stated)	UNIT 5: 609A-609E

<p>3. (See note; not applicable as a separate requirement)*</p>	<p>(See note; not applicable as a separate requirement)*</p>	<p>(See note; not applicable as a separate requirement)*</p>
<p><i>Production and Distribution of Writing</i></p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>W1.2 Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <p>W1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p>	<p>UNIT 2: 183L, 239B UNIT 3: 367B, 367D UNIT 5: 553H, 609B, 609C UNIT 6: 735B</p>
<p>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.</p>	<p>W1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>UNIT 2: 239B, 239D, 239E UNIT 3: 367B, 367D, 367E</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>W1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p>	<p>UNIT 2: 239E, 239I-239K UNIT 3: 367E UNIT 4: 427C–427D</p>

	<p>W1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p>	
<p>Research to Build and Present Knowledge</p>		
<p>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.</p>	<p>W1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>W2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. 	<p>UNIT 2: 239K UNIT 3: 367K UNIT 5: 553G–553N, 609K, 609A–609E UNIT 6: 677G–677N, 735A–735E</p>
<p>8. Gather relevant information from multiple print and digital sources (primary and secondary), 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.</p>	<p>W1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>W2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple 	<p>UNIT 1: xvi, 123C, 123K UNIT 2: xvi UNIT 3: xvi UNIT 4: xvi, 427D UNIT 5: xvi, 553H, 553K, 594, 609B–609C UNIT 6: xvi, 673C–673D, 677H, 690</p>

	<p>authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p>	
<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>R2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. (applied to writing)</p>	<p>UNIT 1: 93D, 116, 117A–117B UNIT 3: 311I, 311K UNIT 4: 487D UNIT 5: 541B, 577D, 602–603 UNIT 6: 677J, 735A, 735C, 735D</p>
<p>Range of Writing</p>		
<p>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.</p>	<p>1.0 Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>	<p>UNIT 1: 6K, 34K, 58K, 70K , 93D, 116-117, 117A–117B UNIT 2: 150K, 172K, 183L, 210K , 239B, 239E, 239I-239K UNIT 3: 244K, 272K, 300K, 338K , 367B, 367D, 367E, 367K UNIT 4: 372K, 396K, 420K, 427C–427D, 457A–457D, 457E–457F , 458K , 481C UNIT 5: 492K, 518K, 542K, 553G-553M, 578K, 609A-609E, 609K UNIT 6: 666K, 677G–677N , 702K , 735A -735E</p>

- Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.