

**Literature and Thought**  
***The Main Event***

**Correlation to the Common Core State Standards for English Language Arts Grade 6**

**SB = Student Book**  
**TG = Teacher Guide**

**English Language Arts Standards » Reading: Literature » Grade 6**

**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.

SB: 16-25; 26; 27; 28-29; 30;  
32-33; 442; 49; 59-65; 66; 78-  
77; 104; 114-124; 125-142;  
143  
TG: 13; 14; 15; 17; 25; 28; 29;  
36; 39; 48; 49

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.

SB: 3-5; 9-13

**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.

SB: 14; 26-31  
TG: 12; 14; 19; 22; 31; 34; 41;  
45; 50

**Range of Reading and Level of Text Complexity**

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.

SB: 16-25; 26; 27; 28-29; 30;  
32-33; 442; 49; 59-65; 66; 78-  
77; 104; 114-124; 125-142;  
143  
TG: 10-11; 13; 14; 15; 17; 20-  
21; 32-33; 42-4425; 28; 29;  
36; 39; 48; 49

**English Language Arts Standards » Reading: Informational Text » Grade 6**

**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.

SB: 34-41; 43; 44-46; 478-48;  
50-53; 66; 68-77; 88-96; 104;  
106-109; 110-113; 134  
TG: 16; 17; 23; 24; 27; 29; 35;  
37; 38; 38; 46; 47

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.

SB: 34-41; 43; 44-46; 478-48;  
50-53; 66; 68-77; 88-96; 104;  
106-109; 110-113; 134  
TG: 16; 17; 23; 24; 27; 29; 35;  
37; 38; 38; 46; 47

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).

SB: 34-41; 43; 44-46; 478-48;  
50-53; 66; 68-77; 88-96; 104;  
106-109; 110-113; 134  
TG: 16; 17; 23; 24; 27; 29; 35;  
37; 38; 38; 46; 47

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

SB: 14

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<b>Integration of Knowledge and Ideas</b>	
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).	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
<b>Range of Reading and Level of Text Complexity</b>	
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.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 10-11; 16; 17; 20-21; 23; 24; 27; 29; 32-33; 35; 37; 38; 38; 42-44; 46; 47
<b>English Language Arts Standards » Writing » Grade 6</b>	
<b>Text Types and Purposes</b>	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	42; 66; 104 TG: 18; 30; 40; 53
a. 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.	42; 66; 104 TG: 18; 30; 40; 53
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	42; 66; 104 TG: 18; 30; 40; 53
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	42; 66; 104 TG: 18; 30; 40; 53
e. Establish and maintain a formal style.	42; 66; 104 TG: 18; 30; 40; 53
f. Provide a concluding statement or section that follows from the information or explanation presented.	42; 66; 104 TG: 18; 30; 40; 53
<b>Production and Distribution of Writing</b>	
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.)	42; 66; 104 TG: 18; 30; 40; 53
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.	42; 66; 104 TG: 18; 30; 40; 53
<b>Research to Build and Present Knowledge</b>	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	TG: 51-53

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<b>Correlation to the Common Core State Standards for English Language Arts Grade 6</b>	<b>SB = Student Book TG = Teacher Guide</b>
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.	TG: 51-53
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG: 51-53
<b>Range of Writing</b>	
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.	SB: 16-25; 26; 27; 28-29; 30; 32-33; 442; 49; 59-65; 66; 78-77; 104; 114-124; 125-142; 143 TG: 13; 14; 15; 17; 25; 28; 29; 36; 39; 48; 49
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 6</b>	
<b>Comprehension and Collaboration</b>	
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.	SB:42; 66; 104; 143 TG:17; 29; 39
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.	SB:42; 66; 104; 143 TG:17; 29; 39
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SB:42; 66; 104; 143 TG:17; 29; 39
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SB:42; 66; 104; 143 TG:17; 29; 39
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.	SB:42; 66; 104; 143 TG:17; 29; 39
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SB:42; 66; 104; 143 TG:17; 29; 39
<b>Presentation of Knowledge and Ideas</b>	
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.	TG: 51-52
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	TG: 51-52
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	TG: 51-52

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**English Language Arts Standards » History/Social Studies » Grades 6-8**

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources.

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134  
TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

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.

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134  
TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

**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.

SB: 14

**Integration of Knowledge and Ideas**

9. Analyze the relationship between a primary and secondary source on the same topic.

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134  
TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

**English Language Arts Standards » Writing » Grades 6-8**

**Text Types and Purposes**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

42; 66; 104  
TG: 18; 30; 40; 53

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.

42; 66; 104  
TG: 18; 30; 40; 53

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

42; 66; 104  
TG: 18; 30; 40; 53

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

42; 66; 104  
TG: 18; 30; 40; 53

e. Establish and maintain a formal style and objective tone.

42; 66; 104  
TG: 18; 30; 40; 53

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

42; 66; 104  
TG: 18; 30; 40; 53

**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.

42; 66; 104  
TG: 18; 30; 40; 53

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.

42; 66; 104  
TG: 18; 30; 40; 53

**Research to Build and Present Knowledge**

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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.

TG: 51-52

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

TG: 51-52

9. Draw evidence from informational texts to support analysis reflection, and research.

TG: 51-52