

## English Language Arts Standards » Reading: Literature » Grade 6 (RL)

### 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.	<b>TG:</b> pp. 15–16, 33, 49 <b>IWL:</b> 1.1
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.	<b>TG:</b> pp. 33, 49, 59
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.	<b>TG:</b> pp. 49, 59

### 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.	<b>SB:</b> pp. 18, 48, 74, 108, 140 <b>TG:</b> pp. 17–18, 24, 25–26, 27, 30, 33, 36–37, 38, 41, 43, 49, 50–52, 53, 57–58, 59, 66–68, 69 <b>IWL:</b> 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4
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.	<b>TG:</b> p. 33
6. Explain how an author develops the point of view of the narrator or speaker in a text.	<b>TG:</b> p. 49

### Integration of Knowledge and Ideas

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.	
8. (Not applicable to literature)	(Not applicable to literature)
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.	<b>TG:</b> p. 59

### 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.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 78 include selections that are challenging, average, and easy.
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## English Language Arts Standards » Reading: Informational Text » Grade 6 (RI)

<b>Key Ideas and Details</b>	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SB:</b> pp. 48, 140 <b>TG:</b> pp. 15–16, 19, 21, 22, 23, 24, 25–26, 31, 34, 42, 44, 47, 60, 62, 63, 65, 66–68 <b>IWL:</b> 1.1, 1.2, 1.3, 1.4, 4.3, 4.4
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.	<b>SB:</b> pp. 108, 140 <b>TG:</b> pp. 19, 20, 21, 24, 31, 32, 34, 39–40, 42, 43, 44, 45, 46, 47, 48, 50–52, 60, 61, 63, 64, 66–68 <b>IWL:</b> 3.1, 3.2, 3.3, 3.4, 4.3, 4.4
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).	<b>TG:</b> pp. 21, 22, 31, 34, 46, 47, 61
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>SB:</b> p. 18 <b>TG:</b> pp. 17–18, 19, 20, 21, 22, 23, 24, 27, 30, 31, 32, 33, 34, 35, 38, 41, 42, 43, 44, 45, 46, 47, 48, 49, 53, 57–58, 59, 60, 61, 62, 63, 64, 65, 69
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>TG:</b> pp. 20, 32, 34, 45, 46, 60, 62, 63, 64
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>SB:</b> pp. 48, 108 <b>TG:</b> pp. 21, 23, 25–26, 31, 34, 35, 44, 45, 46, 47, 50–52, 60, 62, 63, 65 <b>IWL:</b> 1.3, 1.4, 3.3, 3.4
<b>Integration of Knowledge and Ideas</b>	
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.	<b>TG:</b> pp. 21, 24, 32, 35, 45
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.	<b>SB:</b> p. 74 <b>TG:</b> pp. 19, 20, 28–29, 31, 32, 34, 35, 36–37, 45, 60, 62, 63 <b>IWL:</b> 2.1, 2.2, 2.3, 2.4
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).	<b>SB:</b> p. 108 <b>TG:</b> pp. 22, 43, 50–52, 61, 65 <b>IWL:</b> 3.3, 3.4
<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.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 78 include selections that are challenging, average, and easy.

## English Language Arts Standards » Writing » Grade 6 (W)

### Text Types and Purposes

<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ol>	<p><b>SB:</b> pp. 48, 74, 108  <b>TG:</b> pp. 25–26, 35, 36–37, 45, 47, 50–52, 59, 60, 73, 74</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p><b>TG:</b> pp. 31, 43, 46, 63, 64</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> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>TG:</b> pp. 63, 71–72</p>

## English Language Arts Standards » Writing » Grade 6 (W)

### 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>TG:</b> pp. 23, 32, 42, 59
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.	<b>TG:</b> pp. 22, 61, 62 <b>IWL:</b> 1.3, 1.4, 2.3, 2.4, 3.3, 3.4
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.	<b>TG:</b> pp. 33, 44, 71–72

### Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>TG:</b> pp. 23, 31, 34, 42, 45, 46, 48, 55, 60, 61, 62, 64, 65, 70, 71–72 <b>IWL:</b> 4.1, 4.2
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.	<b>SB:</b> p. 140 <b>TG:</b> pp. 48, 55, 66–68, 70, 71–72 <b>IWL:</b> 4.1, 4.2, 4.3, 4.4
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>TG:</b> pp. 24, 49, 49, 59, 70, 71–72

### 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.	<b>SB:</b> pp. 48, 74, 108, 140 <b>TG:</b> pp. 25–26, 36–37, 50–52, 66–68, 70–71, 72
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## English Language Arts Standards » Speaking & Listening » Grade 6 (SL)

### Comprehension and Collaboration

<p>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.</p> <p>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> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>TG:</b> pp. 19, 20, 21, 22, 23, 24, 31, 32, 33, 34, 35, 42, 43, 44, 45, 46, 47, 48, 49, 63, 64, 65, 70</p>
<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><b>TG:</b> pp. 32, 44</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><b>TG:</b> pp. 20, 24, 60</p>

### Presentation of Knowledge and Ideas

<p>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.</p>	<p><b>SB:</b> p. 74 <b>TG:</b> pp. 34, 36–37, 47, 49, 59, 60, 62 <b>IWL:</b> 2.3, 2.4</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>TG:</b> pp. 22, 33, 59, 61</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>TG:</b> pp. 43, 59, 60, 64</p>

## History/Social Studies Standards >> Reading >> Grades 6–8 (RH)

<b>Key Ideas and Detail</b>	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	<b>SB:</b> pp. 48, 140 <b>TG:</b> pp. 15–16, 19, 21, 22, 23, 24, 25–26, 44, 62, 63, 65, 66–68 <b>IWL:</b> 1.1, 1.2, 1.3, 1.4, 4.3, 4.4
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.	<b>SB:</b> pp. 108, 140 <b>TG:</b> pp. 19, 24, 31, 32, 34, 39–40, 42, 43, 44, 45, 46, 47, 48, 50–52, 63, 64, 66–68 <b>IWL:</b> 3.1, 3.2, 3.3, 3.4, 4.3, 4.4
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).	<b>TG:</b> p. 23
<b>Craft and Structure</b>	
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.	<b>SB:</b> pp. 18, 108 <b>TG:</b> pp. 17–18, 19, 20, 21, 22, 23, 24, 27, 30, 31, 32, 33, 34, 35, 38, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50–52, 53, 57–58, 59, 60, 61, 62, 63, 64, 65, 69 <b>IWL:</b> 3.3, 3.4
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>TG:</b> pp. 22, 23, 43, 46, 62, 63, 64
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>SB:</b> p. 108 <b>TG:</b> pp. 23, 42, 44, 45, 46, 47, 50–52, 60, 62, 63, 65 <b>IWL:</b> 3.3, 3.4
<b>Integration of Knowledge and Ideas</b>	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>TG:</b> pp. 45, 48
8. Distinguish among fact, opinion, and reasoned judgment in a text.	<b>TG:</b> pp. 22, 35, 42, 48, 62, 63
9. Analyze the relationship between a primary and secondary source on the same topic.	<b>TG:</b> pp. 23, 44, 48, 61, 65
<b>Range of Reading and Level of Text Complexity</b>	
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.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 78 include selections that are challenging, average, and easy.

## History/Social Studies Standards >> Writing >> Grades 6–8 (WHST)

### Text Type and Purposes

<p>1. Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SB:</b> pp. 48, 74, 108  <b>TG:</b> pp. 25–26, 35, 36–37, 45, 47, 50–52, 59, 60, 62, 73, 74  <b>IWL:</b> 1.3, 1.4, 2.3, 2.4, 3.3, 3.4</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>TG:</b> pp. 31, 43, 46, 63, 64</p>
<p>3. (Not applicable as a separate requirement.)</p>	<p>(Not applicable as a separate requirement.)</p>
<h3>Production and Distribution of Writing</h3>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>TG:</b> pp. 23, 32, 42, 59</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><b>TG:</b> pp. 20, 61</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><b>TG:</b> p. 33</p>
<h3>Research to Build and Present Knowledge</h3>	
<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><b>TG:</b> pp. 21, 22, 23, 31, 34, 42, 45, 46, 48, 55, 60, 61, 62, 64, 65, 70, 71–72  <b>IWL:</b> 4.1, 4.2</p>
<p>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.</p>	<p><b>SB:</b> p. 140  <b>TG:</b> pp. 19, 48, 55, 66–68, 70, 71–72  <b>IWL:</b> 4.1, 4.2, 4.3, 4.4</p>
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>TG:</b> pp. 24, 59, 70, 71–72</p>
<p>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.</p>	<p><b>SB:</b> pp. 48, 74, 108, 140  <b>TG:</b> pp. 25–26, 36–37, 50–52, 66–68, 70–71, 72</p>

## All Standards Correlated by Selection >> Grade 6

Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
Concept Vocabulary	SB: p. 18	RL.6.4	RI.6.4			RH.6–8.4	
<b>Cluster One: How Well Does Congress Represent the People?</b>							
Teaching the Critical Thinking Skill: Inferring Information	TG: pp. 15–16 IWL: 1.1, 1.2	RL.6.1	RI.6.1			RH.6–8.1	
Cluster One Vocabulary	TG: pp. 17–18	RL.6.4	RI.6.4			RH.6–8.4	
The Courage to Compromise, John F. Kennedy	TG: p. 19		RI.6.1 RI.6.2 RI.6.4 RI.6.8		SL.6.1	RH.6–8.1 RH.6–8.2 RH.6–8.4	WHST.6–8.8
Dream in Color, Linda Sánchez, Loretta Sánchez, and Richard Boskin	TG: p. 20		RI.6.2 RI.6.4 RI.6.5 RI.6.8		SL.6.1 SL.6.3	RH.6–8.4	WHST.6–8.5
Life in the Senate, Stephen L. Carter	TG: p. 21		RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.6 RI.6.7		SL.6.1	RH.6–8.1 RH.6–8.4	WHST.6–8.7
Citizens as Powerful Lobbyists, Lee Hamilton	TG: p. 22		RI.6.1 RI.6.3 RI.6.4 RI.6.9	W.6.5	SL.6.1 SL.6.5	RH.6–8.1 RH.6–8.4 RH.6–8.5 RH.6–8.8	WHST.6–8.7
America’s Most Notorious Lobbyist, Leslie Stahl	TG: p. 23		RI.6.1 RI.6.4 RI.6.6	W.6.4 W.6.7	SL.6.1	RH.6–8.1 RH.6–8.3 RH.6–8.4 RH.6–8.5 RH.6–8.6 RH.6–8.9	WHST.6–8.4 WHST.6–8.7
American People Hire Lobbyist, <i>The Onion</i>	TG: p. 24	RL.6.4	RI.6.1 RI.6.2 RI.6.4 RI.6.7	W.6.9	SL.6.1 SL.6.3	RH.6–8.1 RH.6–8.2 RH.6–8.4	WHST.6–8.9
Responding to Cluster One Writing Activity: Infer Information and Write an Argument	SB: p. 48 TG: pp. 25–26 IWL: 1.3, 1.4	RL.6.4	RI.6.1 RI.6.6	W.6.1		RH.6–8.1	WHST.6–8.1
Cluster One Vocabulary Test	TG: p. 27	RL.6.4	RI.6.4			RH.6–8.4	

## All Standards Correlated by Selection >> Grade 6

Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
<b>Cluster Two: What Makes a President Great?</b>							
<b>Teaching the Critical Thinking Skill: Evaluating Arguments</b>	TG: pp. 28–29 IWL: 2.1, 2.2		RI.6.8				
<b>Cluster Two Vocabulary</b>	TG: p. 30	RL.6.4	RI.6.4			RH.6–8.4	
<b>As He Shall Judge Necessary,</b> Akhil Reed Amar <i>Exemplar Author</i>	TG: p. 31		RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.6 RI.6.8	W.6.2 W.6.7	SL.6.1	RH.6–8.2 RH.6–8.4	WHST.6–8.2 WHST.6–8.7
<b>Great Presidential Speeches,</b> George Washington, Abraham Lincoln, Franklin Roosevelt, and Ronald Reagan <i>Exemplar Text (first three) and Author (Reagan)</i>	TG: p. 32		RI.6.2 RI.6.4 RI.6.5 RI.6.7 RI.6.8	W.6.4	SL.6.1 SL.6.2	RH.6–8.2 RH.6–8.4	WHST.6–8.4
<b>The Greatness of Lincoln,</b> Vachel Lindsay	TG: p. 33	RL.6.1 RL.6.2 RL.6.4 RL.6.5	RI.6.4	W.6.6	SL.6.1 SL.6.5	RH.6–8.4	WHST.6–8.6
<b>The President as Teacher-in-Chief,</b> Rudy Ruiz	TG: p. 34		RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.8	W.6.7	SL.6.1 SL.6.4	RH.6–8.2 RH.6–8.4	WHST.6–8.7
<b>Listen Up, Mr. President,</b> Helen Thomas and Craig Crawford	TG: p. 35		RI.6.4 RI.6.6 RI.6.7 RI.6.8	W.6.1	SL.6.1	RH.6–8.4 RH.6–8.8	WHST.6–8.1
<b>Responding to Cluster Two</b> Writing Activity: Present an Argument in a Speech	SB: p. 74 TG: pp. 36–37 IWL: 2.3, 2.4	RL.6.4	RI.6.8	W.6.1	SL.6.4		WHST.6–8.1
<b>Cluster Two Vocabulary Test</b>	TG: p. 38	RL.6.4	RI.6.4			RH.6–8.4	

## All Standards Correlated by Selection >> Grade 6

<b>Content</b>	<b>Pages</b>	<b>RL</b> <i>ELA Reading Literature</i>	<b>RI</b> <i>ELA Reading Informational Text</i>	<b>W</b> <i>ELA Writing</i>	<b>SL</b> <i>ELA Speaking and Listening</i>	<b>RH</b> <i>HSS Reading</i>	<b>WHST</b> <i>HSS Writing</i>
<b>Cluster Three: How Does the Supreme Court Effect Change?</b>							
<b>Teaching Critical Thinking Skill:</b> Summarizing Key Ideas	<b>TG:</b> pp. 39–40 <b>IWL:</b> 3.1, 3.2		RI.6.2			RH.6–8.2	
<b>Cluster Three Vocabulary</b>	<b>TG:</b> p. 41	RL.6.4	RI.6.4			RH.6–8.4	
<b>The Least Dangerous Branch,</b> Alexander Hamilton	<b>TG:</b> p. 42		RI.6.1 RI.6.2 RI.6.4	W.6.4 W.6.7	SL.6.1	RH.6–8.2 RH.6–8.4 RH.6–8.6 RH.6–8.8	WHST.6–8.4 WHST.6–8.7
<b>Defenders Against Tyranny,</b> Alexis de Tocqueville	<b>TG:</b> p. 43	RL.6.4	RI.6.2 RI.6.4 RI.6.9	W.6.2	SL.6.1 SL.6.6	RH.6–8.2 RH.6–8.4 RH.6–8.5	WHST.6–8.2
<b>The Weakness of Courts,</b> Stephen L. Carter	<b>TG:</b> p. 44		RI.6.1 RI.6.2 RI.6.4 RI.6.6	W.6.6	SL.6.1 SL.6.2	RH.6–8.1 RH.6–8.2 RH.6–8.4 RH.6–8.6 RH.6–8.9	
<b>Friends and Foes on the Supreme Court,</b> Kevin Merida and Michael A. Fletcher	<b>TG:</b> p. 45		RI.6.2 RI.6.4 RI.6.5 RI.6.6 RI.6.8 RI.6.7	W.6.1 W.6.7	SL.6.1	RH.6–8.2 RH.6–8.4 RH.6–8.6 RH.6–8.7	WHST.6–8.7 WHST.6–8.1
<b>Legal Ethics,</b> Sonia Sotomayor	<b>TG:</b> p. 46		RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6	W.6.2 W.6.7	SL.6.1	RH.6–8.2 RH.6–8.4 RH.6–8.5 RH.6–8.6	WHST.6–8.7 WHST.6–8.2
<b>Trust in the Supreme Court,</b> Dahlia Lithwick	<b>TG:</b> p. 47		RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.6	W.6.1	SL.6.1 SL.6.4	RH.6–8.2 RH.6–8.4 RH.6–8.6	WHST.6–8.1
<b>What the Brown Decision Means,</b> Jack Balkin	<b>TG:</b> p. 48		RI.8.2 RI.6.4	W.6.7 W.8.8	SL.6.1	RH.6–8.2 RH.6–8.4 RH.6–8.7 RH.6–8.8 RH.6–8.9	WHST.6–8.7 WHST.6–8.8
<b>Supreme Courtship,</b> Christopher Buckley	<b>TG:</b> p. 49	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.6	RI.6.4	W.6.9	SL.6.1 SL.6.4	RH.6–8.4	W.6–8.9

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<b>Content</b>	<b>Pages</b>	<b>RL</b> <i>ELA Reading Literature</i>	<b>RI</b> <i>ELA Reading Informational Text</i>	<b>W</b> <i>ELA Writing</i>	<b>SL</b> <i>ELA Speaking and Listening</i>	<b>RH</b> <i>HSS Reading</i>	<b>WHST</b> <i>HSS Writing</i>
<b>Responding to Cluster Three</b> Writing Activity: Summarize a Court Ruling	<b>SB:</b> p. 108 <b>TG:</b> pp. 50–52 <b>IWL:</b> 3.3, 3.4	RL.6.4	RI.6.2 RI.6.6 RI.6.9	W.6.1		RH.6–8.2 RH.6–8.4 RH.6–8.6	WHST.6–8.1
<b>Cluster Three Vocabulary Test</b>	<b>TG:</b> p. 53	RL.6.4	RI.6.4			RH.6–8.4	
<b>Cluster Four: Thinking on Your Own</b>							
<b>Teaching Critical Thinking Skill:</b> Integrating Information	<b>TG:</b> pp. 55–56 <b>IWL:</b> 4.1, 4.2			W.8.7 W.6.8			WHST.6–8.7 WHST.6–8.8
<b>Cluster Four Vocabulary</b>	<b>TG:</b> pp. 57–58	RL.6.4	RI.6.4			RH.6–8.4	
<b>Song of the Powers,</b> David Mason	<b>TG:</b> p. 59	RL.6.2 RL.6.3 RL.6.4 RL.6.9	RI.6.4	W.6.1 W.6.4 W.6.9	SL.6.4 SL.6.5 SL.6.6	RH.6–8.4	WHST.6–8.1 WHST.6–8.4 WHST.6–8.9
<b>Why Congress Deserves an “A,”</b> Shankar Vedantam	<b>TG:</b> p. 60		RI.6.1 RI.6.2 RI.6.4 RI.6.5 RI.6.6 RI.6.8	W.6.1 W.6.7	SL.6.3 SL.6.4 SL.6.6	RH.6–8.4 RH.6–8.6	WHST.6–8.1 WHST.6–8.7
<b>A House Divided Against Itself?,</b> David Gergen and Michael Zuckerman	<b>TG:</b> p. 61		RI.6.2 RI.6.3 RI.6.4 RI.6.9	W.6.5 W.6.7	SL.6.5	RH.6–8.4 RH.6–8.9	WHST.6–8.5 WHST.6–8.7
<b>The Inevitability of the Imperial Presidency,</b> Eric A. Posner	<b>TG:</b> p. 62		RI.6.1 RI.6.4 RI.6.5 RI.6.6 RI.6.8	W.6.5 W.6.7	SL.6.4	RH.6–8.1 RH.6–8.4 RH.6–8.5 RH.6–8.6 RH.6–8.8	WHST.6–8.1 WHST.6–8.7
<b>Defending Presidential Power,</b> Clarence Thomas	<b>TG:</b> p. 63		RI.6.1 RI.6.2 RI.6.4 RI.6.5 RI.6.6 RI.6.8	W.6.2 W.6.3	SL.6.1	RH.6–8.1 RH.6–8.2 RH.6–8.4 RH.6–8.5 RH.6–8.6 RH.6–8.8	WHST.6–8.2
<b>The Sword and the Robe,</b> Thurgood Marshall	<b>TG:</b> p. 64		RI.6.2 RI.6.4 RI.6.5	W.6.2 W.6.7	SL.6.1 SL.6.6	RH.6–8.2 RH.6–8.4 RH.6–8.5	WHST.6–8.2 WHST.6–8.7
<b>Wanted: More Judicial Activity!,</b> James Huffman	<b>TG:</b> p. 65		RI.6.1 RI.6.4 RI.6.6 RI.6.9	W.6.7	SL.6.1	RH.6–8.1 RH.6–8.4 RH.6–8.6 RH.6–8.9	WHST.6–8.7

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<b>Responding to Cluster Four Writing Activity: Integrate Sources in an Argument</b>	<b>SB:</b> p. 140 <b>TG:</b> pp. 66–68 <b>IWL:</b> 4.3, 4.4	RL.6.4	RI.6.1 RI.6.2	W.6.8		RH.6–8.1 RH.6–8.2	WHST.6–8.8
<b>Cluster Four Vocabulary Test</b>	<b>TG:</b> p. 69	RL.6.4	RI.6.4			RH.6–8.4	
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<b>Assessment and Project Ideas</b>	<b>TG:</b> pp. 71–72			W.6.3 W.6.6 W.6.7 W.6.8 W.6.9			WHST.6–8.7 WHST.6–8.8 WHST.6–8.9
<b>Answering the Essential Question</b>	<b>TG:</b> p. 73			W.6.1			WHST.6–8.1
<b>Essay Test</b>	<b>TG:</b> p. 74			W.6.1			WHST.6–8.1
<b>Rubric for Project Evaluation</b>	<b>TG:</b> pp. 75–77			W.6.4 W.6.5 W.6.7 W.6.8 W.6.9	SL.6.4 SL.6.5 SL.6.6		WHST.6–8.4 WHST.6–8.5 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9
<b>Related Literature</b>	<b>TG:</b> p. 78	RL.6.10	RI.6.10			RH.6–8.10	