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SADAKO AND THE THOUSAND PAPER CRANES

That afternoon Chizuko was Sadako's first visitor. She smiled mysteriously as she held something behind her back. "Shut your eyes," she said. While Sadako squinted her eyes tightly shut, Chizuko put some pieces of paper and scissors on the bed. "Now you can look," she said.

"What is it?" Sadako asked, staring at the paper.

Chizuko was pleased with herself. "I've figured out a way for you to get well," she said proudly. "Watch!" She cut a piece of gold paper into a large square. In a short time, she had folded it over and over into a beautiful crane.

Sadako was puzzled. "But how can that paper bird make me well?"

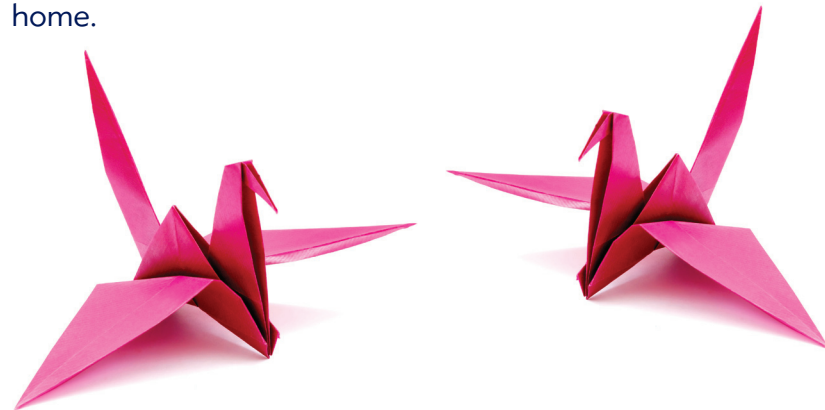
"Don't you remember that old story about the crane?" Chizuko asked. "It's supposed to live for a thousand years. If a sick person folds one thousand paper cranes, the gods will grant her wish and make her healthy again." She handed the crane to Sadako. "Here's your first one."

Sadako's eyes filled with tears. How kind of Chizuko to bring a good luck charm! Especially when her friend didn't really believe in such things. Sadako took the golden crane and made a wish. The funniest little feeling came over her when she touched the bird. It must be a good omen.

"Thank you, Chizuko Chan," she whispered. "I'll never, never part with it."

When she began to work with the paper, Sadako discovered that folding a crane wasn't as easy as it looked. With Chizuko's help, she learned how to do the difficult parts. After making ten birds, Sadako lined them up on the table beside the golden crane. Some were a bit lopsided, but it was a beginning.

"Now I have only nine hundred and ninety to make," Sadako said. With the golden crane nearby she felt safe and lucky. Why, in a few weeks she would be able to finish the thousand. Then she would be strong enough to go home.



Sadako's Story

Name _____

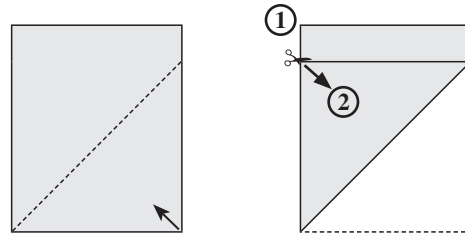
Date _____

Follow the directions to make an origami whale.

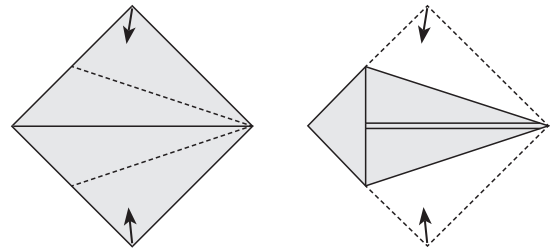
How to Make an Origami Whale

Materials: 8 $\frac{1}{2}$ " x 11" paper, scissors, and pencils or markers

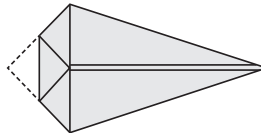
Step 1: Make your piece of paper square. Fold one corner over to the other side. Cut off the excess paper. Then flatten out the paper. You now have a square.



Step 2: Fold in the opposite corners so that they meet in the middle (at the crease). It will look a bit like a flat kite.



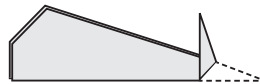
Step 3: Fold the "nose" over.



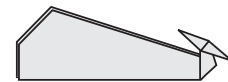
Step 4: Fold the sides together just like when you fold a towel, keeping the nose tucked in.



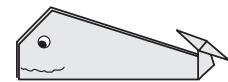
Step 5: Fold the whale's tail so that it sticks up in the air.



Step 6: Cut through the fold on the tail, and you will have fins to help him swim!



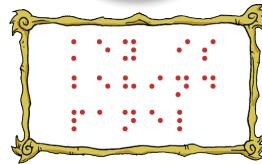
Step 7: Decorate your whale with other features using your pencils or markers.



Break the Code

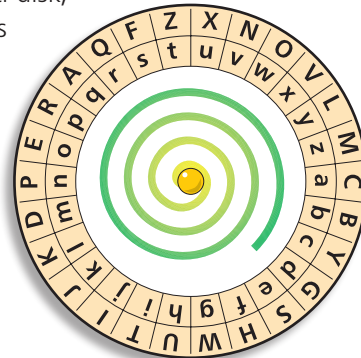
Louis Braille

Blind people can read and write using a well-known system called Braille. Letters, numbers, and punctuation marks are replaced by a pattern of raised dots—with 63 possible combinations. Blind people can feel the raised dots with their fingers to spell out words. The code was developed by Louis Braille, who was blind himself. He experimented for three years before unveiling the code in 1824. He was just 15 years old! Here is a message written in Braille.



Leon Battista Alberti

If the work of a cryptographer [crip-TOG-ra-far] sounds mysterious, that's because it is! A cryptographer is a person who makes and breaks codes. Leon Battista Alberti is one of history's most famous cryptographers. Alberti was an Italian architect and mathematician who lived in the fifteenth century. He invented the Alberti disk, a kind of coding wheel. Since its invention, the Alberti disk has been one of the most popular encoding methods in the world. Solve this message:



ZXQP JSL
YKEYJOTFS
ZUQSS ZTDSF

Answer: Turn key clockwise three times.

Mayan Messages

Between 700 BCE and 400 BCE, the Mayans developed a complex system of writing. It used about 800 picture signs, called glyphs. But because no one today writes like the ancient Mayan people, the glyphs look like a great secret code.

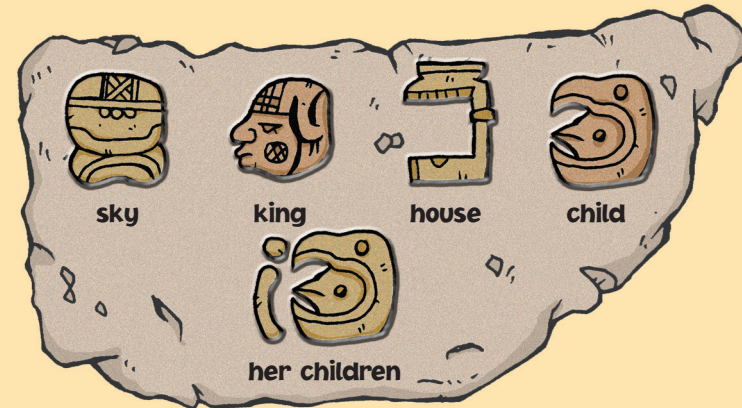
Archaeologists and other scientists have been trying to break the code for the last 100 years. So far, they have decoded nearly 85 percent of known glyphs.



Mayan glyphs—Mexico

How to Read Mayan Glyphs

Mayan glyphs can be words or syllables. Different glyphs were put together in a block to make sounds, words, or ideas.



Break the Code

Name _____

Date _____

Be a cryptogram code-breaker! Use the cipher to help you decode the secret messages.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	13	19	3			18	12		23	8		1		9	6	17		10	15		26	11	21	7	16

① Y O _____ S _____ C _____ T _____ S _____ S _____
 7 9 5 24 10 2 19 24 2 15 25 10 10 4 22 2
W _____ T H _____ M _____
 11 25 15 12 1 2

② T _____ M _____ W _____ T _____
 15 25 1 2 11 25 20 20 15 2 20 20

③ K _____ P _____ Y O _____ Y _____ S _____ O P _____
 8 2 2 6 7 9 5 24 2 7 2 10 9 6 2 14

④ W H _____ T _____ G O _____ S _____ O _____ B _____ H _____ D
 11 12 4 15 18 9 2 10 9 14 13 2 12 25 14 3
T H _____ S C _____ S ?
 15 12 2 10 19 2 14 2 10

Common Core Standards Correlation

Each reading card (RC), activity card (AC), or activity sheet (SP) in *Reading Comprehension and Writing Response* meets one or more of the following Common Core Standards and Expectations© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core Standards, go to <http://www.corestandards.org/>.

Grade 5 Reading Standards – Literature	Correlations
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	AC2, AC22B SP1, SP3, SP25, SP32, SP61
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	AC1, AC2, AC12, AC14, AC22A, AC22B SP3, SP25, SP29
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	AC2, AC11, AC12
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RC3, RC21B AC13, AC22A SP5, SP65
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	AC1, AC12, AC14 SP1, SP3
6. Describe how a narrator’s or speaker’s point of view influences how events are described.	AC11
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RC2, RC3, RC4
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	AC5
Grade 5 Reading Standards – Informational Text	Correlations
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	AC20B SP8, SP10, SP12, SP18, SP20, SP23, SP36, SP38, SP42, SP46, SP49, SP54, SP58, SP64
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	SP8, SP24, SP37, SP42, SP43, SP46, SP50, SP58, SP64

Common Core Standards Correlation *(cont.)*

Key Ideas and Details <i>(cont.)</i>	
<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>AC6, AC9, AC20B, AC21B, AC23A SP8, SP9, SP10, SP17, SP24, SP37, SP42, SP50, SP64</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>RC5, RC10, RC23A, RC23B AC17A, AC18A SP22</p>
<p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>SP9, SP24, SP44, SP46</p>
<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RC18, RC19, RC23 SP31, SP46</p>
Integration of Knowledge and Ideas	
<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>SP13, SP56, SP65</p>
<p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>AC15 SP8, SP14, SP20, SP24, SP59, SP64</p>
<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>AC6, AC7, AC10, AC13, AC20A, AC21B, AC23B SP31, SP46, SP48, SP58</p>
Grade 5 Reading Standards – Foundational Skills	Correlations
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RC1–23</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RC1–23 SP30</p>

Common Core Standards Correlation *(cont.)*

Grade 5 Writing Standards	Correlations
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>AC9, AC14, AC15, AC20A SP14, SP17, SP27, SP29</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>AC6, AC9, AC10, AC13, AC15, AC16, AC17B, AC18B, AC20B, AC22B SP13, SP24, SP34, SP39, SP41</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>AC2, AC5, AC6, AC12, AC20B, AC23B SP1, SP2, SP4, SP11, SP19, SP26, SP40, SP58, SP60, SP62</p>

Common Core Standards Correlation *(cont.)*

Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	AC2, AC3, AC4, AC5, AC7, AC8, AC11, AC13, AC17B, AC18B, AC20B SP6, SP7, SP13, SP45, SP48, SP59
6. With some guidance and support from adults, 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 two pages in a single sitting.	AC6
Research to Build and Present Knowledge	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	AC10
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	AC7 SP41, SP42, SP56
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	AC3, AC6, AC12, AC13, AC17B, AC20B, AC23B SP14, SP17, SP24, SP25, SP58

Common Core Standards Correlation *(cont.)*

Grade 5 Speaking and Listening Standards	Correlations
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 <i>grade 5 topics and texts</i>, 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 and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	AC1–23
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	AC2, AC3, AC9, AC14, AC17B SP51
Presentation of Knowledge and Ideas	
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	AC3, AC8, AC9, AC13, AC14, AC15, AC16, AC17A, AC19A, AC19B, AC20A, AC20B SP7
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	AC5, AC8, AC15, AC17B, AC18B, AC19A, AC22B SP33, SP34, SP43
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	AC4, AC21A SP11

Common Core Standards Correlation *(cont.)*

Grade 5 Language Standards	Correlations
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p>All writing activities, particularly SP2, SP27, SP41, SP55</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>All writing activities, particularly SP55</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>All writing activities, particularly AC2, AC7, AC19A, AC19B, AC20B, SP2, SP40, SP59, SP62</p>

Common Core Standards Correlation *(cont.)*

Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from an range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>RC6, RC8, RC10, RC20A, RC20B, RC21A, RC21B, RC22A, RC22B AC10, AC17A, AC18A, AC19A, AC20A, AC21A, AC22A SP5, SP22, SP48</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>AC3, AC10, AC12, AC13, AC14, AC21A, AC22B SP5, SP6, SP28, SP29</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>AC10, AC18A SP14, SP22, SP50, SP58, SP62</p>
Grade 6 Reading Standards – Literature	Correlations
Key Ideas and Details	
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>AC2, AC22B SP1, SP3, SP25, SP32, SP61</p>
<p>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.</p>	<p>AC1, AC2, AC12 SP1, SP3, SP26, SP29, SP61, SP63</p>
<p>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.</p>	<p>AC12, AC14, AC22A, AC22B SP1, SP3, SP26, SP29, SP63</p>

Common Core Standards Correlation *(cont.)*

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.	RC3 AC13, AC22A SP5, SP65
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.	AC1, AC12, AC14 SP1, SP3
6. Explain how an author develops the point of view of the narrator or speaker in a text.	AC11
Integration of Knowledge and Ideas	
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.	AC3, AC13 SP31
Grade 6 Reading Standards – Informational Text	Correlations
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.	AC20B SP8, SP10, SP12, SP18, SP20, SP23, SP36, SP38, SP42, SP46, SP49, SP54, SP57, SP64
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.	AC17B, AC20B SP8, SP24, SP37, SP42, SP43, SP46, SP50, SP58, SP64
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).	RC9, RC17A, RC17B, RC19A, RC19B, RC20 AC6, AC18B, AC20B SP10, SP17, SP21, SP50, SP58
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RC5, RC10, RC23A, RC23B AC17A, AC18A, AC21A SP5, SP12, SP22
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.	RC1–23 AC17B, AC21B SP9, SP44
6. Determine the author’s point of view or purpose in a text and explain how it is conveyed in the text.	AC9, AC17B

Common Core Standards Correlation *(cont.)*

Integration of Knowledge and Ideas	
<p>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.</p>	<p>RC5, RC8, RC9, RC10, RC18B, RC20A, RC20B, RC23A, RC23B AC10, AC17B, AC18A, AC18B SP48</p>
<p>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.</p>	<p>RC7 AC9 SP8, SP37, SP53, SP64</p>
Grade 6 Writing Standards	Correlations
Text Types and Purposes	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>AC9, AC14, AC15, AC20A SP14, SP17, SP27, SP29</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> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to 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.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>AC6, AC9, AC10, AC13, AC15, AC16, AC17B, AC18B, AC20B, AC22B SP13, SP24, SP34, SP39, SP41</p>

Common Core Standards Correlation *(cont.)*

Text Types and Purposes <i>(cont.)</i>	
<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>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> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>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> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>AC2, AC5, AC6, AC12, AC20B, AC23B SP1, SP2, SP4, SP11, SP19, SP26, SP40, SP58, SP60, SP62</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>AC2, AC3, AC4, AC5, AC7, AC8, AC11, AC13, AC17B, AC18B, AC20B SP6, SP7, SP13, SP45, SP48, SP59</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>AC6</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>AC10</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>AC7 SP41, SP42, SP56</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>AC3, AC6, AC12, AC13, AC17B, AC20B, AC23B SP14, SP17, SP24, SP25, SP58</p>

Common Core Standards Correlation *(cont.)*

Grade 6 Speaking and Listening Standards	Correlations
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 <i>grade 6 topics, texts, and issues</i>, 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>	AC1–23 SP52, SP53
<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>	AC4, AC8, AC14, AC19A, AC21A, AC21B
<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>	AC14, AC15, AC20A
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>	AC6, AC7, AC8, AC15, AC20A, AC22B
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	AC5, AC8, AC15, AC17B, AC18B, AC19A, AC22B SP33, SP34, SP43
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	AC4, AC21A SP11

Common Core Standards Correlation *(cont.)*

Grade 6 Language Standards	Correlations
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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. 	All writing activities
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. 	All writing activities, particularly SP55
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. 	All writing activities, particularly AC2, AC7, AC19A, AC19B, AC20B, SP2, SP40, SP59, SP62
Vocabulary Acquisition and Use	
<p>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.</p> <ul style="list-style-type: none"> 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. 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>). 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. 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). 	RC6, RC8, RC10, RC20A, RC20B, RC21A, RC21B, RC22A, RC22B AC10, AC17A, AC18A, AC19A, AC20A, AC21A, AC22A SP5, SP22, SP48

Common Core Standards Correlation *(cont.)*

Vocabulary Acquisition and Use <i>(cont.)</i>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</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>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>AC3, AC10, AC12, AC13, AC14, AC21A, AC22B SP5, SP6, SP28, SP29</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>AC10, AC18A SP14, SP19, SP22, SP50, SP58, SP62</p>