

Correlation of Lessons to Common Core Standards

Content Area/Standard
Reading
R.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 drawn from the text.
R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.6: Assess how point of view or purpose shapes the content and style of a text.
Writing
W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Speaking and Listening
SL.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.
SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Language
L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.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 or listening.
L.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.
L.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.