

# APPENDIX. CORRELATION OF LESSONS TO THE COMMON CORE LEARNING STANDARDS

## UNIT I. SETTING A RESPECTFUL CLASSROOM TONE

| Content Area/Standard   | L1 | L2 | L3 | L4 | L5 |
|---|----|----|----|----|----|
| <b>Reading</b>  |    |    |    |    |    |
| R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |    | X  | X  | X  |    |
| <b>Writing</b>  |    |    |    |    |    |
| W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   | X  |    |    |    |    |
| W.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.                 |    |    |    |    | X  |
| W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.   |    | X  |    | X  |    |
| W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  |    |    |    | X  | X  |
| W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |    |    |    |    | X  |
| <b>Speaking and Listening</b>   |    |    |    |    |    |
| 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.            | X  | X  | X  | X  | X  |
| SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.   |    |    | X  |    |    |
| SL.3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.   | X  | X  | X  |    |    |
| SL.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. |    | X  | X  |    |    |
| SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  | X  |    | X  |    |    |
| <b>Language</b>   |    |    |    |    |    |
| 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.        |    | X  |    | X  |    |
| L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |    | X  | X  | X  |    |

## UNIT II. IDENTITY AND DIFFERENCES

| Content Area/Standard  | L6 | L7 | L8 | L9 | L10 |
|--|----|----|----|----|-----|
| <b>Reading</b>   |    |    |    |    |     |
| 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.     |    | X  |    |    |     |
| R.3: Analyze how and why individuals, events or ideas develop and interact over the course of a text.  |    | X  |    |    |     |
| R.6: Assess how point of view or purpose shapes the content and style of a text.   |    | X  |    |    |     |
| R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |    |    |    | X  |     |
| R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |    | X  |    |    |     |
| <b>Writing</b>   |    |    |    |    |     |
| W.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.                   | X  | X  |    |    | X   |
| W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  | X  | X  |    | X  | X   |
| W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  | X  |    |    |    |     |
| W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   | X  | X  |    |    | X   |
| W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |    | X  | X  |    | X   |
| W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                       | X  |    | X  |    |     |
| W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.  |    | X  |    |    |     |
| <b>Speaking and Listening</b>  |    |    |    |    |     |
| 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.             | X  | X  | X  | X  | X   |
| SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.  | X  |    |    |    |     |
| SL.3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.  |    |    |    | X  | X   |
| SL.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. | X  | X  | X  | X  |     |
| SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   | X  | X  | X  |    | X   |

| <b>Content Area/Standard</b>  | <b>L6</b> | <b>L7</b> | <b>L8</b> | <b>L9</b> | <b>L10</b> |
|---|-----------|-----------|-----------|-----------|------------|
| <b>Language</b>   |           |           |           |           |            |
| 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.  |           |           |           | X         | X          |
| 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.  | X         | X         |           |           |            |
| L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |           | X         |           | X         |            |
| 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 considering a word or phrase important to comprehension or expression. | X         | X         | X         | X         |            |

## UNIT III. ANALYZING WHERE WE GET INFORMATION

| Content Area/Standard  | L11 | L12 | L13 | L14 | L15 | L16 |
|--|-----|-----|-----|-----|-----|-----|
| <b>Reading</b>   |     |     |     |     |     |     |
| 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. | X   | X   |     | X   | X   |     |
| R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |     | X   |     | X   |     |     |
| R.3: Analyze how and why individuals, events or ideas develop and interact over the course of a text.  |     |     |     |     | X   |     |
| R.6: Assess how point of view or purpose shapes the content and style of a text.   | X   | X   |     | X   |     |     |
| R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |     | X   |     | X   |     | X   |
| R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   | X   | X   |     | X   |     |     |
| <b>Writing</b>   |     |     |     |     |     |     |
| W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | X   | X   | X   |     |     | X   |
| W.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.               |     | X   |     | X   | X   |     |
| W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  |     | X   | X   |     | X   |     |
| W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  | X   |     |     | X   |     |     |
| W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.  | X   |     |     |     |     |     |
| W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |     |     |     | X   |     |     |
| W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   | X   |     | X   |     |     | X   |
| W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                   | X   |     | X   | X   |     |     |
| W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.  | X   |     |     |     |     |     |
| W.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.   |     |     | X   |     |     |     |

| <b>Content Area/Standard</b>  | <b>L11</b> | <b>L12</b> | <b>L13</b> | <b>L14</b> | <b>L15</b> | <b>L16</b> |
|---|------------|------------|------------|------------|------------|------------|
| <b>Speaking and Listening</b>   |            |            |            |            |            |            |
| 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.  | X          | X          | X          | X          | X          | X          |
| SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.   |            | X          | X          | X          |            | X          |
| SL.3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.   | X          | X          | X          | X          |            | X          |
| SL.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.   |            |            | X          | X          | X          |            |
| SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |            |            |            | X          |            | X          |
| <b>Language</b>   |            |            |            |            |            |            |
| 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.  |            |            |            |            | X          |            |
| L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   | X          |            |            |            |            | X          |
| 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 considering a word or phrase important to comprehension or expression. |            |            |            | X          |            | X          |

## UNIT IV. UNDERSTANDING BULLYING, BIAS AND INJUSTICE

| Content Area/Standard   | L17 | L18 | L19 | L20 | L21 | L22 | L23 |
|---|-----|-----|-----|-----|-----|-----|-----|
| <b>Reading</b>  |     |     |     |     |     |     |     |
| 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.    |     |     | X   | X   | X   |     | X   |
| R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |     |     |     |     | X   |     |     |
| R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   | X   | X   | X   | X   |     |     | X   |
| <b>Writing</b>  |     |     |     |     |     |     |     |
| W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |     | X   |     |     |     |     |     |
| W.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.                  | X   |     |     |     |     |     | X   |
| W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.   | X   | X   |     | X   |     | X   |     |
| W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.   |     | X   |     |     |     |     | X   |
| W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  | X   |     |     | X   |     | X   |     |
| W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |     |     |     | X   |     |     | X   |
| W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                      |     |     |     | X   |     |     | X   |
| <b>Speaking and Listening</b>   |     |     |     |     |     |     |     |
| 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.            | X   | X   | X   | X   | X   | X   | X   |
| SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.   |     | X   |     |     | X   | X   |     |
| SL.3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.   | X   |     | X   | X   | X   | X   | X   |
| SL.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. | X   | X   | X   | X   |     |     | X   |
| SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |     |     |     | X   |     | X   | X   |

| <b>Content Area/Standard</b>  | <b>L17</b> | <b>L18</b> | <b>L19</b> | <b>L20</b> | <b>L21</b> | <b>L22</b> | <b>L23</b> |
|---|------------|------------|------------|------------|------------|------------|------------|
| <b>Language</b>   |            |            |            |            |            |            |            |
| 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.  |            |            | X          |            |            |            | X          |
| 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.  |            |            | X          | X          | X          |            |            |
| L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |            |            |            | X          |            |            |            |
| 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 considering a word or phrase important to comprehension or expression. | X          |            | X          |            | X          | X          | X          |

## UNIT V. CHALLENGING BIAS AND INJUSTICE

| Content Area/Standard  | L24 | L25 | L26 | L27 | L28 | L29 | L30 |
|--|-----|-----|-----|-----|-----|-----|-----|
| <b>Reading</b>   |     |     |     |     |     |     |     |
| 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. |     | X   |     |     |     | X   | X   |
| R.3: Analyze how and why individuals, events or ideas develop and interact over the course of a text.  |     |     |     |     |     | X   |     |
| R.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.          |     |     |     |     |     |     | X   |
| R.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.       |     |     |     |     |     |     | X   |
| R.6: Assess how point of view or purpose shapes the content and style of a text.   |     | X   |     |     |     |     | X   |
| R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |     |     |     | X   |     |     | X   |
| <b>Writing</b>   |     |     |     |     |     |     |     |
| W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |     |     |     | X   | X   |     |     |
| W.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.               | X   | X   |     |     |     | X   |     |
| W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  | X   | X   |     |     |     | X   | X   |
| W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  |     | X   |     | X   |     | X   | X   |
| W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.  |     |     |     |     |     |     | X   |
| W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |     |     |     |     |     |     | X   |
| W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |     |     |     |     | X   |     |     |
| W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                   |     |     |     |     | X   |     | X   |
| W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.  |     |     |     |     |     |     | X   |

| <b>Content Area/Standard</b>  | <b>L24</b> | <b>L25</b> | <b>L26</b> | <b>L27</b> | <b>L28</b> | <b>L29</b> | <b>L30</b> |
|---|------------|------------|------------|------------|------------|------------|------------|
| <b>Speaking and Listening</b>   |            |            |            |            |            |            |            |
| 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.  | X          | X          | X          | X          | X          | X          | X          |
| SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.   | X          |            | X          | X          |            |            | X          |
| SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  |            | X          |            |            | X          |            | X          |
| SL.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.   |            |            |            | X          | X          |            | X          |
| SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |            |            | X          | X          | X          |            | X          |
| <b>Language</b>   |            |            |            |            |            |            |            |
| 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.  |            |            |            |            |            |            | X          |
| L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   | X          |            | X          | X          | X          |            | X          |
| 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 considering a word or phrase important to comprehension or expression. | X          |            |            | X          | X          |            | X          |