

# 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