



Lessons Fulfill Common Core State Standards

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Ancestor Detective
Apology Tree
STAND TALL Hero

Kindergarten–Grade 12

			Grade	Standard Identification No.	AD	AT	STH
Anchor Standards: Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	K–12	CCSS.ELA-Literacy.CCRA.W.3	●		●
	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	K–12	CCSS.ELA-Literacy.CCRA.W.4		●	●
		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	K–12	CCSS.ELA-Literacy.CCRA.W.5			●
		Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	K–12	CCSS.ELA-Literacy.CCRA.W.6			●
	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	K–12	CCSS.ELA-Literacy.CCRA.W.6-8.5			●
Anchor Standards: Speaking and Listening	Presentation of Knowledge and Ideas	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.	K–12	CCSS.ELA-Literacy.WHST.SL.4	●		●
		Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	K–12	CCSS.ELA-Literacy.WHST.SL.5	●		●
Reading: Informational Text	Craft and Structure	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4	CCSS.ELA-Literacy.RI.4.6			●
	Integration of Knowledge and Ideas	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4	CCSS.ELA-Literacy.RI.4.9			●
		Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5	CCSS.ELA-Literacy.RI.5.9			●
		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).	6	CCSS.ELA-Literacy.RI.6.9			●

			Grade	Standard Identification No.	AD	AT	STH
Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4, 5, 6	CCSS.ELA-Literacy.W.4.3 CCSS.ELA-Literacy.W.4.3 CCSS.ELA-Literacy.W.4.3	●		●
		a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	4, 5	CCSS.ELA-Literacy.W.4.3.a CCSS.ELA-Literacy.W.5.3.a	●		●
		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.	6	CCSS.ELA-Literacy.W.6.3a	●		●
		b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	4	CCSS.ELA-Literacy.W.4.3b	●		●
		b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	5, 6	CCSS.ELA-Literacy.W.5.3b CCSS.ELA-Literacy.W.6.3b	●		●
		c. Use a variety of transitional words and phrases to manage the sequence of events.	4, 5	CCSS.ELA-Literacy.W.4.3c CCSS.ELA-Literacy.W.5.3c	●		●
		c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6	CCSS.ELA-Literacy.W.6.3c	●		●
		d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	4, 5	CCSS.ELA-Literacy.W.4.3d CCSS.ELA-Literacy.W.5.3d	●		●
		d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6	CCSS.ELA-Literacy.W.6.3d	●		●
		e. Provide a conclusion that follows from the narrated experiences or events.	4, 5, 6	CCSS.ELA-Literacy.W.4.3e CCSS.ELA-Literacy.W.5.3e CCSS.ELA-Literacy.W.6.3e	●		●
	Production and Distribution of Writing	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4, 6	CCSS.ELA-Literacy.W.4.4 CCSS.ELA-Literacy.W.5.4 CCSS.ELA-Literacy.W.6.4	●	●	●
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4, 5, 6	CCSS.ELA-Literacy.W.4.5 CCSS.ELA-Literacy.W.5.5 CCSS.ELA-Literacy.W.6.5	●	●	●
		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 one page in a single sitting.	4, 5	CCSS.ELA-Literacy.W.4.6 CCSS.ELA-Literacy.W.5.6	●		●
		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.	6	CCSS.ELA-Literacy.W.6.6			●

Speaking and Listening	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4, 5 topics and texts, building on others' ideas and expressing their own clearly.	4, 5, 6	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.5.1 CCSS.ELA-Literacy.SL.6.1	●	●	●
		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.	4, 5, 6	CCSS.ELA-Literacy.SL.4.1a CCSS.ELA-Literacy.SL.5.1a CCSS.ELA-Literacy.SL.6.1a	●	●	●
		b. Follow agreed-upon rules for discussions and carry out assigned roles.	4, 5	CCSS.ELA-Literacy.SL.4.1b CCSS.ELA-Literacy.SL.5.1b	●	●	●
		b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	6	CCSS.ELA-Literacy.SL.6.1b	●	●	●

			Grade	Standard Identification No.	AD	AT	STH
Speaking and Listening (cont.)	Comprehension and Collaboration (cont.)	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	4, 5	CCSS.ELA-Literacy.SL.4.1c CCSS.ELA-Literacy.SL.5.1c	●	●	●
		c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6	CCSS.ELA-Literacy.SL.6.1c	●	●	●
		d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	4, 5	CCSS.ELA-Literacy.SL.4.1d CCSS.ELA-Literacy.SL.5.1d	●	●	●
		d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6	CCSS.ELA-Literacy.SL.6.1d	●	●	●
	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4, 5	CCSS.ELA-Literacy.SL.4.4 CCSS.ELA-Literacy.SL.5.4	●	●	●
		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.	6	CCSS.ELA-Literacy.SL.6.4	●	●	●
		Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	CCSS.ELA-Literacy.SL.4.5	●	●	●
		Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5	CCSS.ELA-Literacy.SL.5.5	●	●	●
		Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6	CCSS.ELA-Literacy.SL.6.5	●	●	●
		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	4	CCSS.ELA-Literacy.SL.4.6	●	●	●
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5, 6	CCSS.ELA-Literacy.SL.5.6 CCSS.ELA-Literacy.SL.6.6	●	●	●		

Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	4, 5, 6	CCSS.ELA-Literacy.L.4.3 CCSS.ELA-Literacy.L.5.3 CCSS.ELA-Literacy.L.6.3	●	●	●
		a. Choose words and phrases to convey ideas precisely.*	4	CCSS.ELA-Literacy.L.4.3a	●	●	●
		a. Vary sentence patterns for meaning, reader/listener interest, and style.*	6	CCSS.ELA-Literacy.L.6.3a	●	●	●
		b. Choose punctuation for effect.*	4	CCSS.ELA-Literacy.L.4.3b	●	●	●
		b. Maintain consistency in style and tone.*	6	CCSS.ELA-Literacy.L.6.3b	●	●	●
		c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4	CCSS.ELA-Literacy.L.4.3c	●	●	●

Grade 6–12 Literacy

			Grade	Standard Identification No.	AD	AT	STH
History/Social Studies	Integration of Knowledge and Ideas	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	6–8	CCSS.ELA-Literacy.RH.6-8.7	●	●	●
		Distinguish among fact, opinion, and reasoned judgment in a text.	6–8	CCSS.ELA-Literacy.RH.6-8.8			●
		Analyze the relationship between a primary and secondary source on the same topic.	6–8	CCSS.ELA-Literacy.RH.6-8.9	●		●
Writing	Text Types and Purposes	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	6–8	CCSS.ELA-Literacy.WHST.6-8.2			●
		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.	6–8	CCSS.ELA-Literacy.WHST.6-8.2a			●
		b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	6–8	CCSS.ELA-Literacy.WHST.6-8.2b			●
		c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	6–8	CCSS.ELA-Literacy.WHST.6-8.2c			●
		d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	6–8	CCSS.ELA-Literacy.WHST.6-8.2d			●
		e. Establish and maintain a formal style and objective tone.	6–8	CCSS.ELA-Literacy.WHST.6-8.2e			●
		f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	6–8	CCSS.ELA-Literacy.WHST.6-8.2f			●
	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6–8	CCSS.ELA-Literacy.WHST.6-8.4	●		●
		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.	6–8	CCSS.ELA-Literacy.WHST.6-8.5	●		●
		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.	6–8	CCSS.ELA-Literacy.WHST.6-8.6	●		●
	Research to Build and Present Knowledge	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.	6–8	CCSS.ELA-Literacy.WHST.6-8.7	●		●
		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.	6–8	CCSS.ELA-Literacy.WHST.6-8.8	●		●
		Draw evidence from informational texts to support analysis reflection, and research.	6–8	CCSS.ELA-Literacy.WHST.6-8.9	●		●

Mathematics

			Grade	Standard Identification No.	AD	AT	STH
Standards for Mathematical Practice	Model with Mathematics	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	All Levels	CCSS.Math.Practice.MP4	●		
Measurement and Data	Represent and interpret data	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	4	CCSS.Math.Content.4.MD.B.4	●		
		Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	5	CCSS.Math.Content.5.MD.B.2	●		
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	6	CCSS.Math.Content.6.RP.A.1	●		
Statistics and Probability	Develop understanding of statistical variability	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	6	CCSS.Math.Content.6.SP.A.1	●		
		Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	6	CCSS.Math.Content.6.SP.A.2	●		