

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

## Unit I. Creating an Inclusive Classroom Environment

Content Area/Standard	Grades K–2					Grades 3–5				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
<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	X	X	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	X	X	X	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.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	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	X	X	X	X	X
SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		X			X					

Content Area/Standard	Grades K–2					Grades 3–5				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
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		X			
Language										
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	X	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

## Unit II. Understanding Identity: My Likes, Skills, Family and Community

Content Area/Standard	Grades K–2					Grades 3–5				
	L6	L7	L8	9	L10	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	X	X	X	X	X	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	X	X	X	X	X	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								
<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
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				
<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	X	X	X
SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.					X	X	X		X	X

Content Area/Standard	Grades K–2					Grades 3–5				
	L6	L7	L8	9	L10	L6	L7	L8	L9	L10
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	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	X		X	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		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		
L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.						X				

## Unit III. Understanding Identity and Differences

Content Area/Standard	Grades K–2				Grades 3–5			
	L11	L12	L13	L14	L11	L12	L13	L14
<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	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	X	X	X	X	X	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		
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.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	
<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	X
SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						X	X	
SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.					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	X

Content Area/Standard	Grades K–2				Grades 3–5			
	L11	L12	L13	L14	L11	L12	L13	L14
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			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	X		X	X	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		

## Unit IV. Understanding Bias and Discrimination

Content Area/Standard	Grades K–2						Grades 3–5					
	L15	L16	L17	L18	L19	L20	L15	L16	L17	L18	L19	L20
<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	X	X	X	X	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	X	X	X	X	X	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			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	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			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									

Content Area/Standard	Grades K–2						Grades 3–5					
	L15	L16	L17	L18	L19	L20	L15	L16	L17	L18	L19	L20
<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	X	X	X	X	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				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		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		X	X	X	X	X	X	X



## Unit V. Challenging Bullying, Bias and Discrimination

Content Area/Standard	Grades K–2						Grades 3–5					
	L21	L22	L23	L24	L25	L26	L21	L22	L23	L24	L25	L26
<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	X	X	X	X	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	X	X	X	X	X	X	X	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		
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				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			X

Content Area/Standard	Grades K–2						Grades 3–5					
	L21	L22	L23	L24	L25	L26	L21	L22	L23	L24	L25	L26
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	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	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	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	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	X	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			X			X			X	X	
L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	X		X									

Content Area/Standard	Grades K-2						Grades 3-5						
	L21	L22	L23	L24	L25	L26	L21	L22	L23	L24	L25	L26	
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	