

**Format for Correlation to the English Language Arts Common Core Georgia Performance Standards
2013 State of Georgia Instructional Materials Review Process
Grades K-12 ELA/Reading/Literacy CCGPS**

ELA CCGPS – Grade Six

Title of Textbook: Mirrors & Windows: Connecting with Literature Common Core State Standards Edition Level I

State-Funded Course Number: 23.01100

Publisher Name: EMC Publishing, LLC

Date of Copyright: ©2012

Sixth Grade Reading Literary (RL)

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
Key Ideas and Details		
ELACC6RL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Student Edition:</u> 9, 11, 23, 39, 44, 49, 55, 66, 73, 94, 102, 145, 147, 459, 622, 623, 704, 717 <u>Teacher Edition:</u> 59, 81, 110, 167, 185, 338, 341, 390, 655, 671
ELACC6RL2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<u>Student Edition:</u> 5, 56, 66, 150, 152, 156, 159, 440, 463, 551, 560, 750 <u>Teacher Edition:</u> 21, 61, 72, 157, 158, 167, 168, 220, 222, 241, 296, 789
ELACC6RL3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.	<u>Student Edition:</u> 5, 9, 12, 16, 17, 19, 22, 23, 213, 227, 636 <u>Teacher Edition:</u> 6, 7, 62, 79, 220, 231, 240, 241, 632, 729
Craft and Structure		
ELACC6RL4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<u>Student Edition:</u> 19, 170, 397, 408, 465, 466, 486, 564, 565, 567, 574, 576, 578, 649, 755, 758 <u>Teacher Edition:</u> 15, 41, 65, 83, 118, 154, 177, 217, 484, 577, 669
ELACC6RL5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<u>Student Edition:</u> 4-5, 6-7, 68, 260-261, 498, 588, 598, 600, 621, 620, 722 <u>Teacher Edition:</u> 6-7, 456-457, 620-621, 727, 728, 753, 771, 786
ELACC6RL6	Explain how an author develops the point of view of the narrator or speaker in a text.	<u>Student Edition:</u> 5, 86, 94, 135, 137, 140, 142, 147, 272, 285, 311 <u>Teacher Edition:</u> 88, 90, 91, 134, 155, 172, 195, 215, 733
Integration of Knowledge and Ideas		
ELACC6RL7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<u>Student Edition:</u> 252-253, 636, 686, 896 <u>Teacher Edition:</u> 686
ELACC6RL8	(Not applicable to literature)	
ELACC6RL9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<u>Student Edition:</u> 75, 85, 159, 171, 182, 637, 642, 732, 744, 749 <u>Teacher Edition:</u> 83, 84, 641

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	Range of Reading and Level of Text Complexity	
ELACC6RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 9-23, 112-118, 179-182, 236-242, 460-463, 487-489, 514-516, 547-550, 562-564, 572-574, 640-642, 716-721 <u>Teacher Edition:</u> 27, 72, 78, 90, 173, 220, 470, 582, 726, 752

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Sixth Grade Reading Informational (RI)

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
	Key Ideas and Details	
ELACC6RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Student Edition:</u> 269, 278, 283, 288, 290, 297, 302, 309, 319, 330, 343, 349, 391, 396, 408, 418, 425, 433 <u>Teacher Edition:</u> 211, 277, 334, 338, 341, 390, 415, 421, 423, 424, 431, 432
ELACC6RI2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<u>Student Edition:</u> 263, 283, 286, 290, 291, 298, 349, 378, 391, 410 <u>Teacher Edition:</u> 209, 300, 301, 315, 359, 380, 402, 423, 437
ELACC6RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<u>Student Edition:</u> 262, 269, 288, 290, 297, 298, 349, 419, 425 <u>Teacher Edition:</u> 304, 306, 317, 339, 380, 407, 421, 424, 431
	Craft and Structure	
ELACC6RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<u>Student Edition:</u> 170, 265, 267, 397, 398, 408, 486, 649, 814, 820, 821 <u>Teacher Edition:</u> 267, 275, 307, 324, 326, 329, 401, 403, 415, 416
ELACC6RI5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<u>Student Edition:</u> 260-261, 263, 283, 290, 297, 303, 376-377, 392 <u>Teacher Edition:</u> 277, 280, 304, 316, 381
ELACC6RI6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<u>Student Edition:</u> 270, 272, 273, 276, 279, 282, 285, 291, 293, 302, 344, 349, 419 <u>Teacher Edition:</u> 205, 289, 294, 317, 346, 359, 400, 414, 416, 421
	Integration of Knowledge and Ideas	

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ELACC6RI7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<u>Student Edition:</u> 376-377, 386-391, 392-396, 427-433 <u>Teacher Edition:</u> 377, 386, 387, 389, 429, 436
ELACC6RI8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<u>Student Edition:</u> 261, 291, 295, 297, 298, 302, 303-305 <u>Teacher Edition:</u> 285, 294, 301, 304
ELACC6RI9	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).	<u>Student Edition:</u> 291, 303, 308, 332, 343, 425 <u>Teacher Edition:</u> 308, 389
Range of Reading and Level of Text Complexity		
ELACC6RI10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 50-55, 100-102, 202-212, 263-269, 270-283, 286-290, 291-295, 306-309, 311-319, 321-330, 394-396, 423-425, 490-492, 557-560, 635-636 <u>Teacher Edition:</u> 265, 268, 280, 300, 305, 340, 353, 358, 400, 429

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Sixth Grade Writing (W)

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
Text Types and Purposes		
ELACC6W1	Write arguments to support claims with clear reasons and relevant evidence.	
	a. Introduce claim(s) and organize the reasons and evidence clearly.	<u>Student Edition:</u> 190, 290, 302, 349, 363, 364, 370, 593, 730 <u>Teacher Edition:</u> 281, 347, 364
	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<u>Student Edition:</u> 190, 290, 302, 349, 364, 365, 370, 593, 730 <u>Teacher Edition:</u> 281, 347
	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<u>Student Edition:</u> 190, 290, 302, 364, 365, 366, 370, 593, 730, 788, 816 <u>Teacher Edition:</u> 347, 364, 367
	d. Establish and maintain a formal style.	<u>Student Edition:</u> 362-366 <u>Teacher Edition:</u> 362-366

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	e. Provide a concluding statement or section that follows from the argument presented.	<u>Student Edition:</u> 364, 365, 593 <u>Teacher Edition:</u> 370
ELACC6W2	ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<u>Student Edition:</u> 39, 122, 147, 212, 343, 443, 444, 492, 497, 500, 574, 587, 642, 690, 792 <u>Teacher Edition:</u> 49, 329, 339, 445
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<u>Student Edition:</u> 122, 123, 446, 690, 692, 696 <u>Teacher Edition:</u> 123, 693
	c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<u>Student Edition:</u> 124, 446, 492 <u>Teacher Edition:</u> 385, 447
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>Student Edition:</u> 120-124, 442-446, 688-692, 696, 790-794 <u>Teacher Edition:</u> 120-124, 442-446, 688-692, 790-794
	e. Establish and maintain a formal style.	<u>Student Edition:</u> 122, 408, 574, 587, 744, 792 <u>Teacher Edition:</u> 125
	f. Provide a concluding statement or section that follows from the information or explanation presented.	<u>Student Edition:</u> 39, 122, 147, 212, 343, 443, 444, 492, 497, 500, 574, 587, 642, 690, 792 <u>Teacher Edition:</u> 49, 329, 339, 445
ELACC6W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
	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.	<u>Student Edition:</u> 245, 246, 391, 463, 500, 529-530, 564, 765 <u>Teacher Edition:</u> 246, 317
	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<u>Student Edition:</u> 245, 246, 248, 391, 463, 500, 530, 536, 564, 714 <u>Teacher Edition:</u> 246, 250, 317, 530
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<u>Student Edition:</u> 246, 463 <u>Teacher Edition:</u> 246
	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<u>Student Edition:</u> 247, 248, 500, 530, 536, 564, 765 <u>Teacher Edition:</u>

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		187, 245, 247
	e. Provide a conclusion that follows from the narrated experiences or events.	<u>Student Edition:</u> 246, 391, 530, 714, 875 <u>Teacher Edition:</u> 317
Production and Distribution of Writing		
ELACC6W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	<u>Student Edition:</u> 120-125, 244-249, 362-367, 442-447, 528-533, 606-611, 688-693, 790-797 <u>Teacher Edition:</u> 122, 363, 404, 414, 639, 690
ELACC6W5	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. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6.)	<u>Student Edition:</u> 121-124, 245-248, 363-366, 443-446, 529-532, 607-610, 689-692, 791-794 <u>Teacher Edition:</u> 125, 365, 367, 531, 533, 791
ELACC6W6	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.	<u>Student Edition:</u> 55, 102, 124, 248, 349, 366, 446, 532, 610, 692, 754, 765, 788, 794 <u>Teacher Edition:</u> 58, 164, 219, 245, 282, 300, 382, 407, 418, 555
Research to Build and Present Knowledge		
ELACC6W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<u>Student Edition:</u> 102, 302, 309, 744, 749, 754, 790-794, 800 <u>Teacher Edition:</u> 14, 63, 141, 164, 219, 225, 279, 555, 703, 734, 777
ELACC6W8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<u>Student Edition:</u> 784-791, 791-792, 793, 794, 800, 876-886 <u>Teacher Edition:</u> 141, 164, 219, 225, 793, 797
ELACC6W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	a. Apply grade 6 Reading Standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<u>Student Edition:</u> 66, 73, 102, 120-125, 227, 478, 492, 504, 521, 550, 574, 590, 600, 636, 641, 642, 648, 721, 772 <u>Teacher Edition:</u> 45, 59, 61, 84, 164, 189, 200, 241, 483, 508, 548, 581, 641, 653, 677, 734
	b. Apply grade 6 Reading Standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<u>Student Edition:</u> 269, 290, 297, 303, 319, 330, 425 <u>Teacher Edition:</u> 277, 285, 294, 301, 304, 307, 308, 341, 389
Range of Writing		
ELACC6W10	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 discipline-specific tasks, purposes, and audiences.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 73, 94, 102, 120-125, 227, 244-249, 269, 297, 302, 309, 330, 362-367, 425, 442-447, 478, 492, 521, 528-533, 550, 574, 590, 600, 606-611, 648, 688-693, 721, 744, 749, 754, 790-795 <u>Teacher Edition:</u> 17, 49, 149, 267, 279, 281, 317, 329, 414, 582, 627, 647

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Sixth Grade Speaking and Listening (SL)		
Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
Comprehension and Collaboration		
ELACC6SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<u>Student Edition:</u> 23, 85, 147, 182, 235, 283, 354, 425, 471, 478, 516, 571, 583, 590, 636, 642, 779 <u>Teacher Edition:</u> 51, 109, 119, 178, 289, 383, 527, 663, 687
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<u>Student Edition:</u> 85, 571, 590, 636 <u>Teacher Edition:</u> 383, 527, 687
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<u>Student Edition:</u> 39, 85, 182, 283, 425, 471, 478, 516, 571, 590, 593, 602, 648, 772 <u>Teacher Edition:</u> 109, 121, 178, 203, 289, 383, 663
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<u>Student Edition:</u> 39, 147, 354, 425, 471, 516, 571, 590, 636, 642, 648 <u>Teacher Edition:</u> 119, 289, 383, 527, 531, 691, 695
ELACC6SL2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<u>Student Edition:</u> 302, 376-377, 392, 393, 396, 427-430, 694-695, 788, 791, 792, 891 <u>Teacher Edition:</u> 377, 386, 387, 429, 470, 631, 695, 797
ELACC6SL3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<u>Student Edition:</u> 302, 305, 330, 368-369, 600, 891-895 <u>Teacher Edition:</u> 369, 383, 449, 695
Presentation of Knowledge and Ideas		
ELACC6SL4	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.	<u>Student Edition:</u> 126-127, 252-253, 368-369, 448-449, 534-535, 612-613, 694-695, 798-799 <u>Teacher Edition:</u> 253, 407, 535, 695, 757

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ELACC6SL5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	Student Edition: 102, 127, 448-449, 597, 793, 799, 898 Teacher Edition: 127, 407, 631, 679, 757, 799
ELACC6SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)	Student Edition: 126-127, 252-253, 319, 368-369, 448-449, 534-535, 564, 612-613, 694-695, 798-799 Teacher Edition: 253, 535, 613, 695

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Sixth Grade Language (L)

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
	Conventions of Standard English	
ELACC6L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	Student Edition: 148 Teacher Edition: 107, 142, 165
	b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).	Student Edition: 320 Teacher Edition: 320
	c. Recognize and correct inappropriate shifts in pronoun number and person.*	Student Edition: 284 Teacher Edition: 79
	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	The opportunity to address this objective is available. See, for example: Student Edition: 284 Teacher Edition: 79
	e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	The opportunity to address this objective is available. See, for example: Student Edition: 40, 124, 366, 398, 446, 532, 579 Teacher Edition: 19, 163, 177, 239, 400, 625, 671
ELACC6L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Student Edition: 124, 228, 505, 855, 859 Teacher Edition: 223, 326, 413, 703, 776
	b. Spell correctly.	Student Edition: 124, 248, 310, 331, 366, 446, 464, 532, 575, 610, 692, 794 Teacher Edition: 29
	Knowledge of Language	

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ELACC6L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	a. Vary sentence patterns for meaning, reader/listener interest, and style.*	Student Edition: 228, 446, 532, 692, 766, 794 Teacher Edition: 61, 295, 532, 707
	b. Maintain consistency in style and tone.*	Student Edition: 444, 446, 528, 535, 692 Teacher Edition: 221, 394, 673
Vocabulary Acquisition and Use		
ELACC6L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Student Edition: 95, 286, 397, 479, 575, 644, 716, 750 Teacher Edition: 51, 83, 93, 118, 217, 359, 389, 415, 557, 769 Additional information related to this standard can be found on the following pages: <u>Handbook:</u> 812-813, 820
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	Student Edition: 331, 464, 715 Teacher Edition: 93, 111, 207, 381, 709
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Student Edition: 67, 331, 464, 486 Teacher Edition: 15, 101, 217, 275, 641, 669, 709, 713, 727
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Student Edition: 95, 286, 397, 479, 486, 644, 716, 750 Teacher Edition: 15, 83, 217, 275, 359, 557, 641, 669, 727
ELACC6L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g., personification) in context.	Student Edition: 457, 458, 465, 466, 471, 479, 482, 483, 485, 562, 576, 578, 649, 755, 758 Teacher Edition: 65, 118, 139, 473, 481, 502, 273, 577, 581, 655, 757
	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Student Edition: 67, 397, 486, 649, 715 Teacher Edition: 51, 154, 203, 661, 677
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).	Student Edition: 67, 170 Teacher Edition: 154, 424, 484, 661, 713
ELACCKL6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Student Edition: 67, 170, 331, 397, 486, 575, 649, 715 Teacher Edition: 15, 41, 51, 93, 101, 111, 118, 200, 203, 207, 335, 403

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