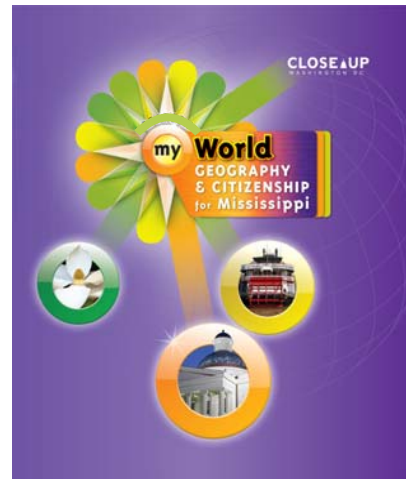


A Correlation of

# myWorld Geography and Citizenship for Mississippi

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To the

## Common Core Standards for English Language Arts Grade 6

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**Correlation to the Common Core Standards for English Language Arts**

**Grade 6**

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<b>STRAND</b> <b>English Language Arts Standards » Reading: Informational Text » Grade 6</b>	<b>Pupil Edition</b> <b>Page References</b>	<b>Annotated Teacher</b> <b>Edition</b> <b>Page References</b>
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<b>SE/TE:</b> Chapter Assessment, 30–31, 50–51, 78–79, 98–99, 124–125, 144–145, 164–165, 202–203, 224–225, 244–245, 270–271, 290–291, 310–311, 336–337, 358–359, 380–381, 406–407, 428–429, 456–457, 478–479, 498–499, 528–529, 556–557, 582–583, 608–609, 634–635, 650–651, 674–675, 692–693, 712–713, 734–735, 762–763, 790–791, 816–817; Draw/Make Inferences, 29, 30, 49, 98, 123, 124, 137, 157, 164, 195, 201, 215, 223, 224, 243, 244, 263, 269, 290, 336, 349, 357, 358, 380, 427, 477, 541, 547, 551, 556, 562, 593, 603, 618, 628, 662,

<p>(Continued)</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>671, 685, 693, 701, 703, 710, 712, 720, 759, 772, 787, 790, 799, 804, 813</p>
<p>2. 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.</p>		<p><b>SE/TE:</b> Section Assessment: Key Ideas 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527; Comprehension and Critical Thinking, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment, 30–31, 50–51, 78–79, 98–99, 124–125, 144–145, 164–165, 202–203, 224–225, 244–245, 270–271, 290–291,</p>

<p>(Continued)</p> <p>2. 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.</p>		<p>310–311, 336–337, 358–359, 380–381, 406–407, 428–429, 456–457, 478–479, 498–499, 528–529, 556–557, 582–583, 608–609, 634–635, 650–651, 674–675, 692–693, 712–713, 734–735, 762–763, 790–791, 816–817; Section Opener: Main Idea, 534, 540, 548, 560, 563, 573, 588, 595, 599, 612, 620, 624, 638, 641, 654, 664, 680, 686, 696, 705, 716, 722, 740, 748, 753, 768, 773, 779, 794, 801, 808</p>
<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>		<p>Key ideas, key terms, and strategies are introduced in the Section Opener of <i>myWorld Geography and Citizenship for Mississippi</i>. Reading Checks throughout the text support this</p>

<p>(Continued)</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>		<p>material followed by assessment at the conclusion of each section and chapter.</p> <p><b>SE/TE:</b> Section Opener, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524, 534, 540, 548, 560, 563, 573, 588, 595, 599, 612, 620, 624, 638, 641, 654, 664, 680, 686, 696, 705, 716, 722, 740, 748, 753, 768, 773, 779, 794, 801, 808; Reading Checks (examples), Reading Check, 75, 193, 223, 369, 397, 445, 461, 512, 515, 597, 623, 726; Section Assessment, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143,</p>
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<p>(Continued)</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>		<p>157, 163, 183, 189,  195, 201, 215, 223,  237, 243, 263, 269,  283, 289, 303, 309,  329, 335, 349, 357,  371, 379, 399, 405,  419, 427, 447, 455,  469, 477, 491, 497,  517, 523, 527, 538,  547, 553, 562, 571,  579, 593, 598, 605,  618, 623, 631, 640,  648, 662, 671, 685,  689, 703, 710, 720,  731, 747, 751, 759,  772, 777, 787, 799,  807, 813; Chapter  Review, 30, 50, 78,  98, 124, 144, 164, 202,  224, 244, 270, 290,  310, 336, 358, 380,  406, 428, 456, 478,  498, 528, 556, 582,  608, 634, 650, 674,  692, 712, 734, 762,  790, 816</p>
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Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		<p><b>SE/TE:</b> Section Opener: Key Terms, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524, 534, 540, 548, 560, 563, 573, 588, 595, 599, 612, 620, 624, 638, 641, 654, 664, 680, 686, 696, 705, 716, 722, 740, 748, 753, 768, 773, 779, 794, 801, 808;</p> <p>Section Assessment: Key Terms, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517,</p>



<p>(Continued)</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>		<p>523, 527, 538, 547,  553, 562, 571, 579,  593, 598, 605, 618,  623, 631, 640, 648,  662, 671, 685, 689,  703, 710, 720, 731,  747, 751, 759, 772,  777, 787, 799, 807,  813; Chapter  Assessment: Key  Terms, 30, 50, 78, 98,  124, 144, 164, 202,  224, 244, 270, 290,  310, 336, 358, 380,  406, 428, 456, 478,  498, 528, 556, 582,  608, 634, 650, 674,  692, 712, 734, 762,  790, 816</p>
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<p>5. 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.</p>		<p><b>SE/TE:</b> Section Assessment: Identify Evidence, 69, 77, 163, 195, 201, 237; Determine Relevance, 538, 547, 553, 594, 597; Chapter Review and Assessment Identify Evidence, 78, 144, 244; Determine Relevance, 50, 608, 650, 762; Document-Based Assessment, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529</p>
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<p>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>		<p><b>SE/TE:</b> Section Assessment: Analyze Primary Sources, 689; Compare Viewpoints, 17, 97, 202, 478; Identify Bias, 608, 787, 816; Support a Point of View, 623, 648, 777; Skills for Life: Analyzing Political Cartoons, 594; Analyzing Primary Sources, 632; Chapter Review and Assessment: Compare Viewpoints, 202, 244; Identify Bias, 608, 816; Support/Recognize a Point of View, 634, 790, 816</p>
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Integration of Knowledge and Ideas		
7. 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.		<b>SE/TE:</b> 21st Century Skills Activities, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Maps (examples), 2–3, 11, 13, 15, 16, 21, 30, 37, 39, 41, 50, 63, 64, 66, 68, 75, 85, 86, 88, 111, 112, 115, 124, 131, 132, 135, 136, 144, 151, 152, 153, 177, 179, 180, 182, 183, 185, 190, 209, 210, 214, 220, 231, 232, 235, 236, 242, 257, 259, 260, 262, 277, 278, 282, 297, 302, 310, 324, 327, 328, 345, 348, 358, 365, 368, 396, 406, 413, 414, 417, 425, 441, 443, 446, 464, 485, 515, 525, 542, 590, 657, 770, 796, 814; Charts, Graphs, and Diagrams (examples), 28, 43, 67, 74, 89, 94, 96, 120, 123, 133, 139, 142, 156, 162, 186, 188,

<p>(Continued)</p> <p>7. 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.</p>	<p>194, 199, 218, 234, 240, 268, 283, 285, 289, 306, 325, 333, 367, 369, 378, 397, 416, 422, 426, 449, 465, 467, 472, 474, 489, 494, 496, 521, 536, 542, 545, 553, 561, 574, 577, 597, 616, 637, 642, 655, 660–661, 684, 693, 700, 706, 708, 719, 733, 744–745, 752, 796; Section Assessment: Distinguish False from Accurate Images, 547; 21st Century Skills Activities, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Skills for Life: Transferring Information, 580; Analyzing Political Cartoons, 594; Analyzing Photographs, 663; mystery video, 9, 37, 61, 83, 109, 129, 149, 175, 207, 229, 255, 275, 295, 321, 341,</p>
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<p>(Continued)</p> <p>7. 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.</p>		<p>363, 391, 411, 439, 461, 483, 509</p>
<p>8. 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.</p>		<p><i>MyWorld Geography and Citizenship for Mississippi</i> includes many opportunities for students to analyze arguments. For examples see the following:</p> <p><b>SE/TE:</b> Debating the Issues, 502, 672, 690, 732, 778; Focus on the Supreme Court, 564, 668, 728; also see:Section Assessment: Write an Editorial, 631, 787; Write a Letter to the Editor, 623; Write a Persuasive Speech, 571; Chapter Assessment: Editorial, 608; Section Assessment: Solve Problems, 137, 157, 163, 237</p>

<p>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).</p>		<p><b>SE/TE:</b> Document-Based Assessment, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Compare Viewpoints, 17, 97, 202, 478; Chapter Review and Assessment: Compare Viewpoints, 202, 244</p>
<p>Range of Reading and Level of Text Complexity</p>		
<p>10. 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.</p>		<p>This objective is met throughout <i>myWorld Geography and Citizenship for Mississippi</i>, including:</p> <p><b>SE/TE:</b> Chapter Assessment, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556–557, 582–583, 608–609, 634–635, 650–651, 674–675, 692–693, 712–713, 734–735, 762–763, 790–791, 816–817; Primary</p>

(Continued) 10. 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.		Sources, 570, 659, 811; Skills for Life: Analyzing Primary Sources, 632
<b>STRAND</b> <b>English Language Arts Standards » Writing » Grade 6</b>	<b>Pupil Edition</b> <b>Page References</b>	<b>Annotated Teacher</b> <b>Edition</b> <b>Page References</b>
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.		<b>SE/TE:</b> Section Assessment: Write an Editorial, 631, 787; Write a Letter to the Editor, 623; Write a Persuasive Speech, 571; Chapter Assessment: Editorial, 608
2. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		<b>SE/TE:</b> Essential Question Journal Activity, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527; Section Assessment: Write an



(Continued)		<p>Article, 710, 720, 799, 813; Write a Biography, 598, 671; Write an Essay, 553, 594, 751; Write an Explanation, 747; Write a Report, 689, 772, 807; Write a Speech, 538, 605, 648, 731; Write a Summary, 759, 777; Chapter Assessment: Writing Activities: Article, 582; Biography, 790; Essay, 634, 674, 816; Explanation, 31, 51, 79, 125, 145, 165, 203, 224, 529</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>		<p><b>SE/TE:</b> Section Assessment: Write a Journal Entry, 547, 579, 618; Essential Question Activity: Create a Script, 31; Chapter Review and Assessment: Writing: Dialogue, 245; Narrative, 762</p>

Production and Distribution of Writing		
4. 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.)		<b>SE/TE:</b> Section Assessment: Essential Question Journal Activity, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524; Writing Activity, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment: Writing, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790,

<p>(Continued)</p> <p>4. 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.)</p>		816
<p>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.</p>		<p><b>SE/TE:</b> Section Assessment: Essential Question Journal Activity, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524; Writing Activity, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment: Writing, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499,</p>

<p>(Continued)</p> <p>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.</p>		<p>529, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
<p>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.</p>		<p><b>SE/TE:</b> 21st Century Skills Activities, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; mystory video, 9, 37, 61, 83, 109, 129, 149, 175, 207, 229, 255, 275, 295, 321, 341, 363, 391, 411, 439, 461, 483, 509</p>

<p>Research to Build and Present Knowledge</p>		
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		<p><b>SE/TE:</b> Section Assessment: Research Activity, 671, 689, 710, 759, 772, 777, 787, 799, 807, 813; Essential Question Activity: Research, 99, 125, 203, 224, 245; Multimedia Presentation, 529; 21<sup>st</sup> Century Learning: Search for Information on the Internet, 31, 165, 529; Evaluating Web Sites, 225; Analyze Media Content, 79, 125; Writing: Research, 762</p>
<p>8. 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.</p>		<p><b>SE/TE:</b> Section Assessment: Research Activity, 671, 689, 710, 759, 772, 777, 787, 799, 807, 813; Essential Question Activity: Research, 99, 125, 203, 224, 245; Multimedia Presentation, 529; 21<sup>st</sup> Century Learning: Search for Information</p>

<p>(Continued)</p> <p>8. 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.</p>		<p>on the Internet, 31, 165, 529; Evaluating Web Sites, 225; Analyze Media Content, 79, 125; Writing: Research, 762</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p>		<p><b>SE/TE:</b> Document-Based Assessment Writing Task, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Standardized Test Prep, 557, 583, 609, 635, 651, 675, 693, 713, 735, 763, 791, 817; Section Assessment: Analyze Primary Sources, 689; Primary Sources, 570, 659, 811; Skills for Life: Analyzing Primary Sources, 632; also see: Section Assessment: Research Activity, 671, 689, 710, 759, 772, 777, 787, 799, 807, 813</p>

Range of Writing		
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 discipline-specific tasks, purposes, and		<p>Many opportunities for students to write exist in <i>myWorld Geography and Citizenship for Mississippi</i>. For examples see:</p> <p><b>SE/TE:</b> Section Assessment: Essential Question Journal Activity, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524; Writing Activity, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment: Writing, 31, 51, 79, 99, 125,</p>

<p>(Continued)</p> <p>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 discipline-specific tasks, purposes, and audiences.</p>		<p>145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
<p><b>STRAND</b></p> <p><b>English Language Arts Standards » Speaking &amp; Listening » Grade 6</b></p>	<p><b>Pupil Edition</b> <b>Page References</b></p>	<p><b>Annotated Teacher</b> <b>Edition</b> <b>Page References</b></p>
<p>Comprehension and Collaboration</p>		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> <p>(Continued)</p>		<p><i>myWorld Geography and Citizenship for Mississippi</i> includes many opportunities for collaborative discussions:</p> <p><b>SE/TE:</b> Chapter Assessment: 21<sup>st</sup> Century Learning and Essential Question Activity, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Active Citizen, 557, 583, 609, 635, 651, 675, 693, 713, 735, 763, 791,</p>



		817; Section Assessment: Essential Question Activity, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527
2. 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.		<b>SE/TE:</b> 21st Century Skills Activities, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Charts, Graphs, and Diagrams (examples), 28, 43, 67, 74, 89, 94, 96, 120, 123, 133, 139, 142, 156, 162, 186, 188, 194, 199, 218, 234, 240, 268, 283, 285, 289, 306, 325, 333, 367, 369, 378, 397, 416, 422, 426, 449, 465, 467, 472,
(Continued)		

<p>2. 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.</p>		<p>474, 489, 494, 496, 521, 536, 542, 545, 553, 561, 574, 577, 597, 616, 637, 642, 655, 660–661, 684, 693, 700, 706, 708, 719, 733, 744–745, 752, 796; Section Assessment: Distinguish False from Accurate Images, 547; Skills for Life: Transferring Information, 580; Analyzing Political Cartoons, 594; Analyzing Photographs, 663; mystery video, 9, 37, 61, 83, 109, 129, 149, 175, 207, 229, 255, 275, 295, 321, 341, 363, 391, 411, 439, 461, 483, 509</p>
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are</p>		<p><i>MyWorld Geography</i></p>

<p>supported by reasons and evidence from claims that are not.</p>		<p><i>and Citizenship for Mississippi</i> includes many opportunities for students to analyze arguments. For examples see the following:</p> <p><b>SE/TE:</b> Debating the Issues, 502, 672, 690, 732, 778; Focus on the Supreme Court, 564, 668, 728;also see: Section Assessment: Write an Editorial, 631, 787; Write a Letter to the Editor, 623; Write a Persuasive Speech, 571; Chapter Assessment: Editorial, 608; Section Assessment: Solve Problems, 137, 157, 163, 237</p>
<p>Presentation of Knowledge and Ideas</p>		

<p>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.</p>		<p><b>SE/TE:</b> Chapter Assessment: 21<sup>st</sup> Century Learning and Essential Question Activity, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Active Citizen, 557, 583, 609, 635, 651, 675, 693, 713, 735, 763, 791, 817; Section Assessment: Essential Question Activity, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual</p>		<p><b>SE/TE:</b> 21st Century</p>

<p>displays in presentations to clarify information.</p>		<p>Skills Activities, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529;  Skills for Life:  Transferring Information, 580;  Analyzing Political Cartoons, 594;  Analyzing Photographs, 663</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><b>SE/TE:</b> Chapter Assessment: 21<sup>st</sup> Century Learning and Essential Question Activity, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Active Citizen, 557, 583, 609, 635, 651, 675, 693, 713, 735, 763, 791, 817; Section Assessment: Essential Question Activity, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223,</p>

<p>(Continued)</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p>237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527</p>
<p><b>STRAND</b></p> <p><b>English Language Arts Standards » Language » Grade 6</b></p>	<p><b>Pupil Edition</b> <b>Page References</b></p>	<p><b>Annotated Teacher</b> <b>Edition</b> <b>Page References</b></p>
<p>Conventions of Standard English</p>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>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.*</li> </ul>		<p>Students have many opportunities to practice the conventions of standard English grammar and usage when writing or speaking in <i>myWorld Geography and Citizenship for Mississippi</i>.</p> <p><b>SE/TE:</b> Section Assessment: Essential Question Journal Activity, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216,</p>

		<p>230, 238, 256, 264,  276, 284, 296, 304,  322, 330, 342, 350,  364, 372, 392, 400,  412, 420, 440, 448,  462, 470, 484, 492,  510, 518, 524; Writing  Activity, 538, 547,  553, 562, 571, 579,  593, 598, 605, 618,  623, 631, 640, 648,  662, 671, 685, 689,  703, 710, 720, 731,  747, 751, 759, 772,  777, 787, 799, 807,  813; Chapter  Assessment: Writing,  31, 51, 79, 99, 125,  145, 165, 203, 225,  245, 271, 291, 311,  337, 359, 381, 407,  429, 457, 479, 499,  529, 556, 582, 608,  634, 650, 674, 692,  712, 734, 762, 790,  816</p>
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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>		<p>Students have many opportunities to practice the use of standard English capitalization and punctuation when writing in <i>myWorld Geography and Citizenship for Mississippi</i>.</p> <p><b>SE/TE:</b> Section Assessment: Essential Question Journal Activity, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524; Writing Activity, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807,</p>
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<p>(Continued)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>		<p>813; Chapter Assessment: Writing, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
<p>Knowledge of Language</p>		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>		<p><b>SE/TE:</b> Section Opener: Key Terms, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524, 534, 540, 548, 560, 563, 573, 588, 595, 599, 612, 620, 624, 638, 641, 654, 664, 680, 686, 696, 705, 716, 722, 740, 748, 753, 768, 773,</p>

(Continued)		<p>779, 794, 801, 808;  Section Assessment:  Key Terms, 17, 29, 43,  57, 69, 77, 91, 97, 117,  123, 137, 143, 157,  163, 183, 189, 195,  201, 215, 223, 237,  243, 263, 269, 283,  289, 303, 309, 329,  335, 349, 357, 371,  379, 399, 405, 419,  427, 447, 455, 469,  477, 491, 497, 517,  523, 527, 538, 547,  553, 562, 571, 579,  593, 598, 605, 618,  623, 631, 640, 648,  662, 671, 685, 689,  703, 710, 720, 731,  747, 751, 759, 772,  777, 787, 799, 807,  813; Chapter  Assessment: Key  Terms, 30, 50, 78, 98,  124, 144, 164, 202,  224, 244, 270, 290,  310, 336, 358, 380,  406, 428, 456, 478,  498, 528, 556, 582,  608, 634, 650, 674,  692, 712, 734, 762,  790, 816</p>
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Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>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.</li> <li>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).</li> </ul>		<p><b>SE/TE:</b> Section Opener: Key Terms, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524, 534, 540, 548, 560, 563, 573, 588, 595, 599, 612, 620, 624, 638, 641, 654, 664, 680, 686, 696, 705, 716, 722, 740, 748, 753, 768, 773, 779, 794, 801, 808;  Assessment: Key Terms, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517,</p>

<p>(Continued)</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>		<p>523, 527, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>(Continued)</p>		<p>Vocabulary activities in <i>myWorld Geography and Citizenship for Mississippi</i> reinforce classroom language arts instruction.</p> <p><b>SE/TE:</b> Section Opener: Key Terms, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524, 534, 540, 548, 560, 563, 573, 588, 595, 599, 612, 620,</p>

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</li> </ul> <p>(Continued)</p>		<p>624, 638, 641, 654, 664, 680, 686, 696, 705, 716, 722, 740, 748, 753, 768, 773, 779, 794, 801, 808;</p> <p>Section Assessment: Key Terms, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment: Key Terms, 30, 50, 78, 98, 124, 144, 164, 202, 224, 244, 270, 290, 310, 336, 358, 380, 406, 428, 456, 478, 498, 528, 556, 582, 608, 634, 650, 674,</p>
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		692, 712, 734, 762, 790, 816
<p>6. 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.</p>		<p>Students acquire new vocabulary in each lesson of <i>myWorld Geography and Citizenship for Mississippi</i>. Students are encouraged to apply the new vocabulary through reading, writing, listening, and speaking activities.</p> <p><b>SE/TE:</b> Section Opener: Key Terms, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524, 534, 540, 548,</p>

<p>(Continued)</p> <p>6. 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.</p>	<p>560, 563, 573, 588,  595, 599, 612, 620,  624, 638, 641, 654,  664, 680, 686, 696,  705, 716, 722, 740,  748, 753, 768, 773,  779, 794, 801, 808;  Section Assessment:  Key Terms, 17, 29, 43,  57, 69, 77, 91, 97, 117,  123, 137, 143, 157,  163, 183, 189, 195,  201, 215, 223, 237,  243, 263, 269, 283,  289, 303, 309, 329,  335, 349, 357, 371,  379, 399, 405, 419,  427, 447, 455, 469,  477, 491, 497, 517,  523, 527, 538, 547,  553, 562, 571, 579,  593, 598, 605, 618,  623, 631, 640, 648,  662, 671, 685, 689,  703, 710, 720, 731,  747, 751, 759, 772,  777, 787, 799, 807,  813; Chapter  Assessment: Key  Terms, 30, 50, 78, 98,  124, 144, 164, 202,  224, 244, 270, 290,  310, 336, 358, 380,  406, 428, 456, 478,</p>
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<p>(Continued)</p> <p>6. 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.</p>		<p>498, 528, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
<p><b>STRAND</b></p> <p><b>English Language Arts Standards » History/Social Studies » Grade 6 -8</b></p>	<p><b>Pupil Edition</b> <b>Page References</b></p>	<p><b>Annotated Teacher</b> <b>Edition</b> <b>Page References</b></p>
<p>Key Ideas and Details</p>		
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>		<p><b>SE/TE:</b> Section Assessment: Analyze Primary Sources, 689; Compare Viewpoints, 17, 97, 202, 478; Identify Bias, 608, 787, 816; Chapter Review and Assessment: Document-Based Assessment, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Analyze Primary and Secondary Sources, 30, 608, 634</p>



<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>		<p>Students identify the central ideas in all assessment activities in <i>myWorld Geography and Citizenship for Mississippi</i>, including:</p> <p><b>SE/TE:</b> Section Assessment, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527, 538, 547, 553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment, 30, 50, 78, 98, 124, 144, 164, 202, 224, 244, 270, 290, 310, 336, 358, 380, 406, 428, 456,</p>
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<p>(Continued)</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>		<p>478, 498, 528, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
<p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>		<p><b>SE/TE:</b> Sequence, 18, 30, 184, 270, 640, 661, 648, 720, 738, 740, 743, 747, 748, 750, 751, 753, 755, 759; Write a Summary, 759, 777; Summarize, 30, 98, 144, 158, 164, 202, 270, 310, 350, 358, 406, 420, 456, 524, 528, 555, 628, 633, 650; Skills for Life: Synthesizing Information, 760</p>

Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		<p><b>SE/TE:</b> Section Opener: Key Terms, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524, 534, 540, 548, 560, 563, 573, 588, 595, 599, 612, 620, 624, 638, 641, 654, 664, 680, 686, 696, 705, 716, 722, 740, 748, 753, 768, 773, 779, 794, 801, 808;</p> <p>Section Assessment: Key Terms, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517,</p>

<p>(Continued)</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>		<p>523, 527, 538, 547,  553, 562, 571, 579,  593, 598, 605, 618,  623, 631, 640, 648,  662, 671, 685, 689,  703, 710, 720, 731,  747, 751, 759, 772,  777, 787, 799, 807,  813; Chapter  Assessment: Key  Terms, 30, 50, 78, 98,  124, 144, 164, 202,  224, 244, 270, 290,  310, 336, 358, 380,  406, 428, 456, 478,  498, 528, 556, 582,  608, 634, 650, 674,  692, 712, 734, 762,  790, 816</p>
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<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>		<p><b>SE/TE:</b> Sequence, 18, 30, 184, 270, 640, 661, 648, 720, 738, 740, 743, 747, 748, 750, 751, 753, 755, 759;  Compare and Contrast, 30, 49, 50, 78, 97, 118, 202, 216, 224, 244, 270, 283, 284, 289, 290, 303, 309, 329, 357, 358, 371, 380, 405, 406, 428, 448, 455, 456, 469, 478, 517, 528, 552, 598, 680, 685, 762, 790;  Cause and Effect, 24, 30, 43, 91, 123, 144, 196, 215, 223, 269, 310, 330, 335, 349, 358, 371, 379, 405, 406, 455, 469, 477, 576, 579, 586, 593, 595, 596, 598, 608, 648, 662, 681, 710, 778</p>
<p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g.,</p>		<p><b>SE/TE:</b> Section</p>

<p>loaded language, inclusion or avoidance of particular facts).</p>		<p>Assessment: Analyze Primary Sources, 689; Compare Viewpoints, 17, 97, 202, 478; Identify Bias, 608, 787, 816; Support a Point of View, 623, 648, 777; Skills for Life: Analyzing Political Cartoons, 594; Analyzing Primary Sources, 632; Chapter Review and Assessment: Compare Viewpoints, 202, 244; Identify Bias, 608, 816; Support/Recognize a Point of View, 634, 790, 816</p>
<p>Integration of Knowledge and Ideas</p>		

<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>(Continued)</p>		<p><b>SE/TE:</b> Maps (examples), 3, 4, 5, 7, 8–12, 23, 25, 26, 33, 34, 37, 38–42, 44, 46, 48, 50, 55, 56, 57, 59, 60, 65, 82, 83, 85, 96, 98, 108, 113, 114, 116, 118, 130, 150, 155, 156, 158, 159, 170, 175, 176, 179, 180, 186, 190, 192, 195–198, 210, 212, 214, 216, 221–224. 226. 227, 229, 248, 253, 254, 256, 258, 270, 271, 279, 280, 296, 301, 303, 304, 306, 308, 313, 314, 316, 318, 334, 336, 339, 350, 351, 355, 356, 358, 363, 364, 363, 366, 368, 370, 375, 376, 378, 380, 384, 389, 390, 391, 392, 396, 401, 402, 405, 410, 412, 414, 422, 427, 428, 429, 434, 439, 440, 460, 465, 467, 469, 473, 490, 538, 607, 720, 746; Charts, Graphs, and Diagrams (examples), 28, 43, 67, 74, 89, 94, 96, 120, 123, 133, 139,</p>
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<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>(Continued)</p>		<p>142, 156, 162, 186, 188, 194, 199, 218, 234, 240, 268, 283, 285, 289, 306, 325, 333, 367, 369, 378, 397, 416, 422, 426, 449, 465, 467, 472, 474, 489, 494, 496, 521, 536, 542, 545, 553, 561, 574, 577, 597, 616, 637, 642, 655, 660–661, 684, 693, 700, 706, 708, 719, 733, 744–745, 752, 796; Section Assessment: Distinguish False from Accurate Images, 547; Section Assessment: Distinguish False from Accurate Images, 547; 21st Century Skills Activities, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Skills for Life: Transferring Information, 580; Analyzing Political Cartoons, 594; Analyzing Photographs, 663;</p>
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7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		mystory video, 9, 37, 61, 83, 109, 129, 149, 175, 207, 229, 255, 275, 295, 321, 341, 363, 391, 411, 439, 461, 483, 509
8. Distinguish among fact, opinion, and reasoned judgment in a text.		<b>SE/TE:</b> Section Assessment: Demonstrate Reasoned Judgment, 703, 772, 777, 807; Distinguish False from Accurate Images, 547; Identify Bias, 608, 787, 816; Chapter Review and Assessment: Demonstrate Reasoned Judgment, 556, 634, 762; Identify Bias, 608, 816
9. Analyze the relationship between a primary and secondary source on the same		<b>SE/TE:</b> Skills for

<p>topic.</p>		<p>Life: Analyzing Political Cartoons, 594; Analyzing Primary Sources, 632; Chapter Review and Assessment: Analyze Primary and Secondary Sources, 30, 608, 634; Section Assessment: Analyze Primary Sources, 689; also see: Document-Based Assessment, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529</p>
<p>Range of Reading and Level of Text Complexity</p>		

<p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>		<p>This objective is met throughout <i>myWorld Geography and Citizenship for Mississippi</i>, including:</p> <p><b>SE/TE:</b> Chapter Assessment, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556–557, 582–583, 608–609, 634–635, 650–651, 674–675, 692–693, 712–713, 734–735, 762–763, 790–791, 816–817; Skills for Life: Analyzing Political Cartoons, 594; Analyzing Primary Sources, 632; Chapter Review and Assessment: Analyze Primary and Secondary Sources, 608, 634; Section Assessment: Analyze Primary Sources, 689</p>
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<b>STRAND</b> <b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grade 6-8</b>	<b>Pupil Edition</b> <b>Page References</b>	<b>Annotated Teacher</b> <b>Edition</b> <b>Page References</b>
Text Types and Purposes		
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>		<p><b>SE/TE:</b> Section Assessment: Write an Editorial, 631, 787; Write a Letter to the Editor, 623; Write a Persuasive Speech, 571; Chapter Assessment: Editorial, 608</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>		<p><b>SE/TE:</b> Essential Question Journal Activity, 17, 29, 43, 57, 69, 77, 91, 97, 117, 123, 137, 143, 157, 163, 183, 189, 195, 201, 215, 223, 237, 243, 263, 269, 283, 289, 303, 309, 329, 335, 349, 357, 371, 379, 399, 405, 419, 427, 447, 455, 469, 477, 491, 497, 517, 523, 527; Section Assessment: Write an Article, 710, 720, 799, 813; Write a Biography, 598, 671;</p>

<p>(Continued)</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>		<p>Write an Essay, 553, 594, 751; Write an Explanation, 747; Write a Report, 689, 772, 807; Write a Speech, 538, 605, 648, 731; Write a Summary, 759, 777; Chapter Assessment: Writing Activities: Article, 582; Biography, 790; Essay, 634, 674, 816; Explanation, 31, 51, 79, 125, 145, 165, 203, 224, 529</p>
<p>3. (See note; not applicable as a separate requirement)</p>		
<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p><b>SE/TE:</b> Section Assessment: Essential Question Journal Activity, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524; Writing Activity, 538, 547,</p>

<p>(Continued)</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment: Writing, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
<p>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.</p>		<p><b>SE/TE:</b> Section Assessment: Essential Question Journal Activity, 10, 18, 24, 36, 44, 62, 70, 84, 92, 110, 118, 130, 138, 150, 158, 176, 184, 190, 196, 208, 216, 230, 238, 256, 264, 276, 284, 296, 304, 322, 330, 342, 350, 364, 372, 392, 400, 412, 420, 440, 448, 462, 470, 484, 492, 510, 518, 524; Writing Activity, 538, 547,</p>

<p>(Continued)</p> <p>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.</p>		<p>553, 562, 571, 579, 593, 598, 605, 618, 623, 631, 640, 648, 662, 671, 685, 689, 703, 710, 720, 731, 747, 751, 759, 772, 777, 787, 799, 807, 813; Chapter Assessment: Writing, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>		<p><b>SE/TE:</b> 21st Century Skills Activities, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; mystery video, 9, 37, 61, 83, 109, 129, 149, 175, 207, 229, 255, 275, 295, 321, 341, 363, 391, 411, 439, 461, 483, 509</p>

<b>Research to Build and Present Knowledge</b>		
<p>7. 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.</p>		<p><b>SE/TE:</b> Section Assessment: Research Activity, 671, 689, 710, 759, 772, 777, 787, 799, 807, 813; Essential Question Activity: Research, 99, 125, 203, 224, 245; Multimedia Presentation, 529; 21<sup>st</sup> Century Learning: Search for Information on the Internet, 31, 165, 529; Evaluating Web Sites, 225; Analyze Media Content, 79, 125; Writing: Research, 762</p>



<p>8. 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.</p>		<p><b>SE/TE:</b> Section Assessment: Research Activity, 671, 689, 710, 759, 772, 777, 787, 799, 807, 813; Essential Question Activity: Research, 99, 125, 203, 224, 245; Multimedia Presentation, 529; 21<sup>st</sup> Century Learning: Search for Information on the Internet, 31, 165, 529; Evaluating Web Sites, 225; Analyze Media Content, 79, 125; Writing: Research, 762</p>
<p>9. Draw evidence from informational texts to support analysis reflection, and research</p>		<p><b>SE/TE:</b> Document-Based Assessment Writing Task, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529; Standardized Test Prep, 557, 583, 609, 635, 651, 675, 693, 713, 735, 763, 791, 817; Section Assessment: Analyze</p>

<p>(Continued)</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research</p>		<p>Primary Sources, 689;  Primary Sources, 570,  659, 811; Skills for  Life: Analyzing  Primary Sources, 632;  also see: Section  Assessment: Research  Activity, 671, 689,  710, 759, 772, 777,  787, 799, 807, 813</p>
<p>Range of Writing</p>		
<p>10. Write routinely over extended time frames (time for 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.</p> <p>(Continued)</p>		<p><b>SE/TE:</b> Section  Assessment: Essential  Question Journal  Activity, 17, 29, 43,  57, 69, 77, 91, 97, 117,  123, 137, 143, 157,  163, 183, 189, 195,  201, 215, 223, 237,  243, 263, 269, 283,  289, 303, 309, 329,  335, 349, 357, 371,  379, 399, 405, 419,  427, 447, 455, 469,  477, 491, 497, 517;  Writing Activity, 538,  547, 553, 562, 571,  579, 593, 598, 605,  618, 623, 631, 640,  648, 662, 671, 685,  689, 703, 710, 720,  731, 747, 751, 759,  772, 777, 787, 799,</p>

<p>10. Write routinely over extended time frames (time for 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.</p>		<p>807, 813; Chapter Assessment: Writing, 31, 51, 79, 99, 125, 145, 165, 203, 225, 245, 271, 291, 311, 337, 359, 381, 407, 429, 457, 479, 499, 529, 556, 582, 608, 634, 650, 674, 692, 712, 734, 762, 790, 816</p>
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- All Standards must be listed even though you may not correlate to every standard. Please write "NA" in the page reference if there is no correlation.
- If you have an annotated teacher edition (ATE), then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand alone.