Junior Great Books Series 6
Common Core Alignment Overview

Junior Great Books activities develop students’ reading, writing, speaking and listening, language, and critical thinking skills. This document details the alignment of Series 6 activities with the Common Core State Standards.

FICTION

Prereading

Speaking & Listening Standards

SL.6.1 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.

SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.4 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.

SL.6.6 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.)

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
First Reading with Sharing Questions

**Reading Standards for Literature**

**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.10** 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.

**Writing Standards**

**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.10** 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.

**Speaking & Listening Standards**

**SL.6.1** 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.

**SL.6.1A** 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.

**SL.6.1C** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**SL.6.1D** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.6.6** 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.)

**Language Standards**

**L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Activities

Reading Standards for Literature

RL.6.4 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.

Writing Standards

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.10 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.

Speaking & Listening Standards

SL.6.1 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.

SL.6.6 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.)

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2.B Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4 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.
L.6.4.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.

L.6.4.B  Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4.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.

L.6.4.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).

L.6.5  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.A  Interpret figures of speech (e.g., personification) in context.

L.6.5.B  Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5.C  Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6  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.

**Second Reading**

**Reading Standards for Literature**

**RL.6.1**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2**  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.

**RL.6.3**  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 toward a resolution.

**RL.6.4**  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.

**RL.6.5**  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.

**RL.6.6**  Explain how an author develops the point of view of the narrator or speaker in a text.
What I like most is the way we can all come together and discuss a question and think about other people’s opinions. Now the word creative means thinking outside the box and using my imagination to help see others’ views.

Our discussions teach me how to talk to people. They help me think about how other people are dealing with stuff and how I can be a better person by helping them get through that stuff.

In our discussions, we get to know each other better and understand what we read. Demonstrating command of the conventions of standard English grammar and usage and when writing or speaking.

More open-minded and learning to collaborate has made me a better leader on my team. When I think more fully about myself, it helps me.

I feel like we’re learning skills we can use now and in the future. Like when I get to share my thoughts with the whole class. It makes me feel happy because everyone is paying attention. You’re being respected and you get to do the same thing for.

We can hear each other out even if we disagree and always discuss a question and think about other people’s opinions.

What I like most is the way we can all come together and discuss a question and think about other people’s opinions. Now the word creative means thinking outside the box and using my imagination to help see others’ views.

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L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6 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.

Shared Inquiry Discussion

Reading Standards for Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 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.

RL.6.3 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 toward a resolution.

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RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.10 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.

Writing Standards

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.4 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.)

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 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.
Speaking & Listening Standards

SL.6.1 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.

SL.6.1.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.

SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 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.

SL.6.6 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.)

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6 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.
Now the word creative means thinking outside the box and using my imagination to help see others' views.

In our discussions, we get to know each other better and understand what we read. We can hear each other out even if we disagree and always discuss a question and think about other people's opinions. What I like most is the way we can all come together and discuss a question and think about other people's opinions.

When you know there is more than one good answer, you're not afraid of being wrong. It makes it easier to think about different possibilities.

The conversations are interesting because people might say ideas that you haven't thought of and you might think of them because of what people are saying. You can explain more about what you're trying to say so that people might understand.

Our discussions teach me how to talk to people. They help me think about how other people are dealing with stuff and how I can be a better person by helping them get through that stuff.

I like listening to other people's ideas. Sometimes I hear things I would never have thought of myself!

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.)
W.6.6 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.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 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.

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L.6.6 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.

Cross-Curricular Projects

Cross-curricular projects present an opportunity to meet the following standards that are not covered elsewhere in this Junior Great Books program:

Writing Standards

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 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.
What I like most is the way we can all come together and discuss a question and think about other people's opinions. We can hear each other out even if we disagree and always have interesting conversations about what we're reading. I feel like we're learning skills we can use now and in the future.

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Speaking & Listening Standards

SL.6.2 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Related Readings

Related readings present an opportunity to meet the following standard that is not covered elsewhere in this Junior Great Books program:

Reading Standards for Literature

RL.6.9 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.
NONFICTION

Prereading

Speaking & Listening Standards

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SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.4 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.

SL.6.6 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.)

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

First Reading with Sharing Questions

Reading Standards for Informational Text

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.10 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.

Writing Standards

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**Vocabulary Activities**

**Reading Standards for Informational Text**

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Writing Standards**

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
What I like most is the way we can all come together and discuss a question and think about other people's opinions. Now the word creative means thinking outside the box and using my imagination to help see others' views.

I like listening to other people's ideas. Sometimes I hear things I would never have thought of myself!

When you know there is more than one good answer, you're not afraid of being wrong. It makes it easier to think about different possibilities.

More open-minded and learning to collaborate has made me a better leader on my team. When I think more fully about myself, it helps me be a better person by helping them get through that stuff.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

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.

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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context.
L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6 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.

Second Reading

Reading Standards for Informational Text

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 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.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 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.

RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.8 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.

RI.6.10 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.

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Shared Inquiry Discussion

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What I like most is the way we can all come together and discuss a question and think about other people’s opinions. The conversations are interesting because people might say ideas that you haven’t thought of and you might think differently than you did before because of what people are saying. You can explain more about what you’re trying to say so that people might understand what we read.

We can hear each other out even if we disagree and always discuss a question and think about other people’s opinions. Our discussions teach me how to talk to people. They help me think about how other people are dealing with stuff and how I can be a better person by helping them get through that stuff. I like listening to other people’s ideas. Sometimes I hear things I would never have thought of myself!

When you know there is more than one good answer, you’re not afraid of being wrong. It makes it easier to think about different possibilities. That has made me a better leader on my team. When I think more fully about myself, it helps me have interesting conversations about what we’re reading. We can hear each other out even if we disagree and always discuss a question and think about other people’s opinions. The conversations are interesting because people might say ideas that you haven’t thought of and you might think differently than you did before because of what people are saying. You can explain more about what you’re trying to say so that people might understand what we read.

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Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

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RI.6.10 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.

Writing Standards

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.D Establish and maintain a formal style.

W.6.1.E Provide a concluding statement or section that follows from the argument presented.

W.6.4 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.)

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 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.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 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.

Language Standards

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L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6 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.

Cross-Curricular Projects
Cross-curricular projects present an opportunity to meet the following standards that are not covered elsewhere in this Junior Great Books program:

Reading Standards for Informational Text
RI.6.7 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.

Writing Standards
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 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.

Speaking & Listening Standards
SL.6.2 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Related Readings

Related readings present an opportunity to meet the following standards that are not covered elsewhere in this Junior Great Books program:

**Reading Standards for Informational Text**

**RI.6.7** 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.

**RI.6.9** 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).
POETRY

Prereading

Speaking & Listening Standards

SL.6.1 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.

SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.4 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.

SL.6.6 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.)

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

First Set of Readings with Sharing Questions

Reading Standards for Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.10 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.

Writing Standards

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
In our discussions, we get to know each other better and understand what we read. The conversations are interesting because people might say ideas that you haven’t thought of and you might think differently than you did before because of what people are saying. You can explain more about what you’re trying to say so that people might under-

What I like most is the way we can all come together and discuss a question and think about other people’s opinions. Sometimes I hear things I would never have thought of myself!

I like listening to other people’s ideas. Sometimes I hear things I would never have thought of myself!

Now the word creative means thinking outside the box and using my imagination to help see others’ views.

I feel like we’re learning skills we can use now and in the future. Demstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4 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.

Second Set of Readings

Reading Standards for Literature

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 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.
Now the word creative means thinking outside the box and using my imagination to help see others' views.

The conversations are interesting because people might say ideas that you haven't thought of and you might think differently than you did before because of what people are saying. You can explain more about what you're trying to say so that people might understand.

Our discussions teach me how to talk to people. They help me think about how other people are dealing with stuff and how I can be a better person by helping them get through that stuff.

What I like most is the way we can all come together and discuss a question and think about other people's opinions. We can hear each other out even if we disagree and always discuss a question and think about other people's opinions.

I feel like we're learning skills we can use now and in the future. In our discussions, we get to know each other better and understand what we read.

Teacher's Edition

Junior Great Books 6

What I like most is the way we can all come together and discuss a question and think about other people's opinions. The conversations are interesting because people might say ideas that you haven't thought of and you might think differently than you did before because of what people are saying. You can explain more about what you're trying to say so that people might understand.

Our discussions teach me how to talk to people. They help me think about how other people are dealing with stuff and how I can be a better person by helping them get through that stuff.

What I like most is the way we can all come together and discuss a question and think about other people's opinions. We can hear each other out even if we disagree and always discuss a question and think about other people's opinions.

I feel like we're learning skills we can use now and in the future. In our discussions, we get to know each other better and understand what we read.

**Writing Standards**

**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.10** 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.

**Speaking & Listening Standards**

**SL.6.1** 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.

**SL.6.1.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.

**SL.6.1.C** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**SL.6.1.D** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.6.4** 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.

**SL.6.6** 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.)
Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4 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.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6 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.

Shared Inquiry Discussion

Reading Standards for Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 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.

RL.6.4 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.

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.10 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.

Writing Standards

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
W.6.4 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.)

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 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.

### Speaking & Listening Standards

SL.6.1 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.

SL.6.1.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 under discussion.

SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 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.

SL.6.6 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.)

### Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Now the word creative means thinking outside the box and using my imagination to help see others’ views.

Our discussions teach me how to talk to people. They help me think about how other people are dealing with stuff and how I can be a better person by helping them get through that stuff.

I like listening to other people’s conversations about what we’re reading. I feel like we’re learning skills we can use now and in the future.

In our discussions, we get to know each other better and understand what we read. The conversations are interesting because people might say ideas that you haven’t thought of and you might think differently than you did before because of what people are saying. You can explain more about what you’re trying to say so that people might understand you better.

What I like most is the way we can all come together and discuss a question and think about other people’s opinions. It makes it easier to think about different possibilities. When you know there is more than one good answer, you’re not afraid of being wrong.

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.)
W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 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.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 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.

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6 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.

Poetic Response

The poetic response activity presents an opportunity to meet the following standard that is not covered elsewhere in this Junior Great Books program:

Writing Standards

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Related Readings
Related readings present an opportunity to meet the following standard that is not covered elsewhere in this Junior Great Books program:

**Reading Standards for Literature**

RL.6.9  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.