

GRADES 5–10



LANGUAGE!® *Live*



LANGUAGE! Live

**Correlated to the North Carolina
English Language Arts
Standard Course of Study**

September 2018

LANGUAGE! Live correlated to the North Carolina English Language Arts Standard Course of Study

North Carolina English Language Arts Standard Course of Study, Grade 5	LANGUAGE! Live Page Matches
READING: LITERATURE	
CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, U9: L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324 Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324 Level 2

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	TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L8: 242-247, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L8: 124-125, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334 Power Pass: Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses Writing Projects: Level 1: Project 6: Lesson 2: Finding Themes in Fables, pp. 6-10
CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text .	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240 SE: U9: L2: 121, U9: L6: 141-143 Level 2 TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L3: 25-30, U9: L7: 242-246, U9: L8: 247-252, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U12: L3: 477-480, U12: L5: 493, U12: L8: 513-517 SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L8: 204-206, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U12: L3: 358-359, U12: L5: 368, U12: L8: 378-380 Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir Writing Projects: Level 2 Compare and Contrast Fairy Tales
CCR Anchor Standard RL.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.	Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7:

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	235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524 SE: U1: L1: 2, U1: L6: 18-21, U2: L1: 36, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L10: 267-268 SE: U7: L6: 33-34 Level 2 TE: U2: L1: 86-92, U3: L7: 235-241, U4: L1: 276-278, 283-288, U9: L7: 242-246, U11: L3: 390-393 SE: U2: L1: 37-40, U3: L7: 121-123, U4: L1: 145, 147-152, U9: L7: 14, 202-203, U11: L3: 305-306
CCR Anchor Standard RL.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	Level 1 TE: U9: L6: 236-240, U9: L10: 263-264 Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U2: L7: 135-136, U3: L10: 271-272, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L9: 433-439, U12: L8: 513-517 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U2: L6: 57-60, 62, U2: L7: 64, U3: L10: 99, 124, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L5: 39, 55, U11: L3: 390-393, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U11: L9: 330-334, U12: L8: 378-380
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.	Level 2 TE: U1: L5: 39-40, U2: L6: 121-131, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U2: L6: 57-60, 62, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-

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CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Not applicable to literature	
CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Level 2 TE: U8: L5: 125-128, U8: L7: 151-155, U9: L7: 242-246, U11: L7: 423-426, U11: L8: 428-432, 1: L9: 433-439 SE: U8: L5: 39, 55, U8: L7: 88-89, U9: L7: 14, 202-203, U11: L7: 325, U11: L8: 327-329, U1U11: L9: 330-334 Power Pass: Level 1: Unit 11: Disturbing Sky Writing Projects: Level 1: Project 5: Lesson 1: Interpreting Fairy Tales in Literature, pp. 1-11; Lesson 2: Comparing Fairy Tales, pp. 12-16; Lesson 3: Defining Compare and Contrast Text Structure, pp. 17-20; Lesson 4: Developing a Thesis Statement, pp. 21-24; Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 6: Understanding Conventions: Complete Sentences and Titles of Works, pp. 29-32; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37; Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39; Lesson 10: Presenting a Fairy Tale Evaluation, pp. 40-41
CCR Anchor Standard RL.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences.	Level 1 TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465 SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288 Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524 SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7:

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READING: INFORMATIONAL TEXT	
<i>Key Ideas and Details</i>	
CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Level 1 TE: U1: L1: 86-91, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493 SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, 323-327, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-

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	234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
CCR Anchor Standard RI.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RI.5.2 Determine two or more main ideas and how they are supported by key details; summarize the text.	Level 1 TE: U1: L1: 10-11 U1: L5: 39-40, U1: L7: 53-55, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L1: 243-246, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L5: 436-441, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L5: 235, U6: L7: 246-247, U7: L7: 36-38 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283 Power Pass: Level 2: Unit 4: Césear Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants
CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Level 1 The following provide opportunities: TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L4: 489-493 SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245, U12: L4: 302-304 Level 2 TE: U4: L1: 276-278, 283-288, U5: L3: 384-389, U5: L8: 420-424, U5: L10: 440-441, U6: L3: 467-471, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U9: L4: 216-225 SE: U4: L1: 145, 147-152, U5: L3: 201-202, U5: L8: 66, 218-220, U5: L10: 210, 218, U6: L3: 243-245, U6: L6: 252, 255-266, U6: L7: 267-268, U9: L4: 14, 129-135 Power Pass: Level 2: Unit 5: StreetWise magazine
CCR Anchor Standard RI.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices	

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shape meaning or tone.	
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90 U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8: L1: 58, U8: L7: 91-93, U8: L10 106, U10: L1: 172, U10: L3: 183-185, U10: L10: 218, U11: L1: 224, U11: L10: 270 Level 2 TE: U1: L1: 7-10, U1: L6: 44-51, U1: L9: 63-68, U1: L10: 69-70, U4: L1: 276-278, 283-288, U4: L2: 289-290, U4: L9: 342-348, U5: L4: 390-397, U5: L7: 413-414, U6: L1: 444-445, 451-455, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U7: L9: 65-70, U9: L2: 202-203, U9: L4: 216-225, U10: L4: 302-311, U10: L7: 331-332, U10: L9: 342-350 SE: U1: L1: 2, U1: L6: 18-21, U1: L9: 27-29, U4: L1: 145, 147-152, U4: L2: 146, U4: L9: 179-183, U5: L4: 203-208, U5: L7: 210, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U7: L9: 32-34, U9: L2: 112, U9: L4: 14, 129-135, U10: L4: 260-265, U10: L7: 269, U10: L9: 278-283 Word Training: U4: L1-4, U5: L1-4, U6: L1-4, U7: L1-4; U8: L1-4; U9: L1-4, U10: L1-4; U11: L1-4, U12: L1-4 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Level 1 TE: U6: L3: 422-426, U6: L6: 452-457, U7: L3: 29-33, U7: L4: 38-40, U8: L3: 123-127, U8: L6: 152-156, U8: L10 180-181 SE: U7: L3: 16-18, U7: L4: 22-23, U8: L3: 72-73, U8: L6: 87-88, U8: L10 108 Level 2 TE: U5: L9: 425-431, U5: L10: 434-441 SE: U5: L9: 221-224, U5: L10: 210, 218, 225-228 Writing Project: Level 2 Compare and Contrast Fairy Tales
CCR Anchor Standard RI.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point	Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6:

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of view they represent.	152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304 Level 2 TE: U1: L6: 41-42, U5: L8: 420-424, U5: L10: 434-440, , U10: L9: 342-350 SE: : U1: L6: 17, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants Writing Projects: Level 1: Project 4: Lesson 1: Defining and Analyzing Primary Source Texts, pp. 1-8; Lesson 2: Analyzing Primary Source Texts, pp. 9-15; Lesson 3: Comparing and Contrasting Firsthand Accounts, pp. 16-18; Lesson 4: Defining and Analyzing Secondary Source Texts, pp. 19-25; Lesson 5: Writing a Firsthand Account, pp. 26-30; Lesson 6: Searching for the Truth, pp. 31-34; Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44
Integration of Knowledge and Ideas	
CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Level 1 TE: U2: L1: 80-81, U3: L1: 158-160, U8: L3: 123-127, U8: L4: 131-134 SE: U8: L3: 72-73
CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245 Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283 Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes
CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Level 1 TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493 SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304

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	Level 2 TE: U5: L10: 434-440, U10: L9: 342-350 SE: U5: L10: 30, 225-228, 371, U10: L9: 278-283 Writing Project: Level 2 Shared Scientific Research Project
CCR Anchor Standard RI.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.5.10 By the end of grade 5, read and understand informational text at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283 Reading Scope: All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3; Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club
Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots	Level 1 TE: U1: L3: 21-23, U1: L8: 58-59, U5: L3: 332-333, U6: L6: 447-448, U7: L6: 53-54, U8: L6: 147-148 SE: U1: L7: 28, U5: L3: 172, U6: L6: 240, U7: L6: 28, U8: L6: 83 Word Training: U1: L1-4, U2: L1-4, U3: L1-4, U4: L1-4, U5: L1-4, U6: L1-4, U7: L1-4, U8: L1-4, U9: L1-4, U10: L1-4, U11: L1-3, U12: L1-3

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and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Read Words, Spell Words, and Sentence Completion Goals Level 2 Word Training: U1: L1-4, U2: L1-4, U3: L1-4; U4: L1-4, U5: L1-4; U6: L1-4, U7: L1-4; U8: L1-4, U9: L1-4, U10: L1-4; U11: L1-4, U12: L1-4
Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Level 1 TE: U1: L1: 10-13, U1: L4: 31-35, U1:L8: 58-59, U2: L3: 99, U2: L4: 106, U2: L4: 108, U2: L8: 136, U3: L3: 176, U3: L4: 183, 185, U3: L8: 211, U3: L10: 226-227, U4: L1: 243-246, U4: L3: 254, U4: L4: 260, U4: L4: 262, U4: L8: 288, U4: L10: 300-301, U5: L3: 330, U5: L4: 340, 342, U5: L9: 380, U5: L9: 388, U6: L1: 407-410, U6: L3: 418, U6: L4: 427, 429-430, U6: L9: 470, U7: L3: 22, U7: L4: 34, 36-37, U7: L9: 78, U8: L3: 117, U8: L4: 128, 131, U8: L9: 169, U8: L9: 175, U9: L3: 205, U9: L4: 215, 217, U9: L9: 257, U10: L3: 294, U10: L4: 306, 308-309, U10: L7: 329-335, U10: L9: 341, U10: L9: 349-350, U11: L3: 382, U11: L4: 392, 394, U11: L9: 429, U12: L3: 473, U12: L4: 484, 487-488, U12: L9: 541, U12: L9: 546-547 SE: U1: L1: 4-5, U1: L4: 16-18, U1:L8: 28, U2: L3: 51, U2: L4: 56, U2: L8: 72, U3: L3: 92, U3: L4: 96, 98, U3: L8: 111, U3: L10: 118, U4: L1: 125-126, U4: L3: 131, U4: L4: 135, U4: L4: 137, U4: L8: 150, U4: L10: 156, U5: L3: 171, U5: L4: 178, U5: L9: 202, U5: L9: 209, U6: L1: 217-218, U6: L3: 225, U6: L4: 230, 232, U6: L9: 252, U7: L3: 12, U7: L4: 19, 21, U7: L9: 42, U8: L3: 67, U8: L4: 74, 76, U8: L9: 97, U8: L9: 104-105, U9: L3: 122, U9: L4: 129, 131, U9: L9: 154, U10: L3: 182, U10: L4: 189, 191, U10: L7: 203-205, U10: L9: 211, U10: L9: 216-217, U11: L3: 234, U11: L4: 240, 242, U11: L9: 265, U12: L3: 294, U12: L4: 299, 301, U12: L9: 329, U12: L9: 332-333 Level 1 Word Training: U2: L1-4, U3: L1-4; U4: L1-4, U5: L1-4; U6: L1-4, U7: L1-4; U8: L1-4, U9: L1-4, U10: L1-4; U11: L1-4, U12: L1-4, Fluency Checks Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U1: L6: 48-51, U1: L8: 60-62, U1: L9: 63-68, U2: L1: 86-92, U2: L4: 109-115, U2: L8: 140-144, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L9: 161-176, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524 SE: U1: L1: 3-6, U1: L4: 12-15, U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U2: L1: 37-40, U2: L4: 50-54, U2: L8: 59, 66-67, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-

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	215, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L9: 93-105, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385 Word Training: Fluency Checks
WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a Organize information and ideas around a topic to plan and prepare to write. b Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. c Provide logically ordered reasons that are supported by facts and details. d Link opinion and reasons using words, phrases, and clauses. e Provide a concluding statement or section related to the opinion presented. f With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.	Level 1 TE: U6: L8: 466-469 SE: U6: L8: 248-251 Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L5: 314 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L5: 266-267 Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37 Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a Organize information and ideas around a topic to plan and prepare to write. b Introduce a topic clearly, provide a	Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2

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general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d Link ideas within and across categories of information using words, phrases, and clauses. e Use precise language and domain-specific vocabulary to inform about or explain the topic. f Provide a concluding statement or section related to the information or explanation presented. g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.	TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368 Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence. a Organize information and ideas around a topic to plan and prepare to write. b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c Use narrative techniques such as dialogue, pacing, and description to develop events and show the responses of characters to situations. d Use a variety of transitional words,	Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328 Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287 Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38

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phrases, and clauses to manage the sequence of events. e Use concrete words and phrases and sensory details to convey experiences and events precisely. f Provide a conclusion that follows from the narrated experiences or events. g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.	Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.	Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 52-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L7: 504-509, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L8: 337-341, U10: L8: 337-341, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15,

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CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264 Writing Projects: Level 1: Project 2: Lesson 1: Defining Informational Writing, pp. 1-9; Lesson 2: Conducting Shared Research, pp. 10-12; Lesson 3: Evaluating Informational Text, pp. 13-17; Lesson 4: Grammar: Verb Tense, pp. 18-20; Lesson 5: Grammar Verb Mood, pp. 21-24; Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29; Lesson 8: Creating a Multimedia Presentation, pp. 30-31; Lesson 9: Adjusting to an Audience, pp. 32-33; Lesson 10: Delivering a Multimedia Presentation, pp. 34-35
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.5.6 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Level 1 The following provide opportunities: TE: U5: L5: 354-357, U9: L5: 228-230, U12: L5: 503-506 SE: U5: L5: 182-186, U9: L5: 135-137, U12: L5: 306-308 Writing Projects: Level 1: Project 2: Lesson 2: Conducting Shared Research, pp. 10-12 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28 Writing Projects: Level 1: Project 4: Lesson 2: Analyzing Primary Source Texts, pp. 9-15 Writing Projects: Level 1: Project 7: Lesson 5: Writing Arguments: Research and Plan, pp. 22-24 Writing Projects: Level 1: Project 8: Lesson 1: Researching Careers, pp. 1-4 Writing Projects: Level 2: Project 1: Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16 Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one,	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105,

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in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Level 1 TE: U1: L9: 64-67, U2: L9: 144, U4: L9: 293-296 Level 2 TE: U1: L10: 76, U2: L6: 121-131, U3: L3: 186-190, U4: L7: 330-334, U8: L5: 125-128, U8: L8: 156-160 SE: U1: L10: 26, U2: L6: 57-60, 62, U3: L3: 66, 89, U4: L7: 175, U8: L5: 39, 55, U8: L8: 15, 90-92 At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to further meet this standard.
CCR Anchor Standard SL.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela's speech "I am Prepared to Die", in Unit 6 which can be found online in the Teacher Resources.
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31

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displays in presentations when appropriate to enhance the development of main ideas or themes.	Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. Subject/Verb Agreement Continue to ensure subject/verb agreement Nouns Use abstract nouns; continue to use regular and irregular plural nouns Verbs Form and use progressive verb tenses; use modal auxiliaries; continue to form and use the perfect verb tenses; convey sense of various times, sequences, states and conditions; recognize and correct inappropriate shifts in verb tense Adjectives Form and use comparative and superlative adjectives; order adjectives within sentences according to conventional patterns Conjunctions Continue to use coordinating and subordinating conjunctions; use correlative conjunctions Adverbs Form and use comparative and superlative adverbs; Use relative adverbs Sentences Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences; produce, expand, and rearrange simple, compound, and complex sentences Prepositions Form and use prepositional phrases Pronouns Ensure pronoun-antecedent agreement; Use relative pronouns Commonly Confused Words Correctly use frequently confused words Interjections Continue to use interjections	Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10 179, U8: L10 184-185, U9: L2 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339 Level 2 TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L6: 128-131, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 330-334, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524 SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L6: 59-60, 62, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 433-439, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385 Writing Projects: Level 1: Project 2: Lesson 4: Grammar: Verb Tense, pp. 18-20 Writing Projects: Level 1: Project 3: Lesson 7: Understanding Grammar: Verb

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Phrases and Clauses Explain the function of phrases and clauses; Recognize independent and dependent clauses	Tense and Punctuation, pp. 29-32
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalization Capitalize appropriate words in titles; continue to use correct capitalization Punctuation Use punctuation to separate items in a series; Continue to use commas in addresses; Continue to use commas in dialogue; Continue to use quotation marks in dialogue; Use a comma before a coordinating conjunction in a compound sentence; Use commas and quotations to mark direct speech and quotations from a text; Use a comma to separate an introductory element from the rest of a sentence; Use a comma to set off the words yes and no; Use a comma to set off a tag question from the rest of the sentence; Use a comma to indicate a direct address; Use underlining, quotation marks, or italics to indicate titles of works Spelling Continue to use conventional spelling for high frequency words and other studied words; Continue to use conventional spelling for adding suffixes to base words; Continue to use spelling patterns and generalizations when writing words; Spell grade-appropriate words correctly References Continue to consult reference materials as needed to check and correct spellings	Level 1 TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L5: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367 Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Level 1 TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513 SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5:

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b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313 Level 2 TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U11: L2: 386-389, U12: L2: 474-476 SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.	
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L1-4, U3: L1-4; U4: L1-4, U5: L1-4; U6: L1-4, U7: L1-4; U8: L1-4, U9: L1-4, U10: L1-4; U11: L1-4, U12: L1-4 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 289-290, U5: L1: 363-366, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48,

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10: 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10: 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L7: 136-135, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490 SE: U1: L9: 28, U2: L4: 50-54, U2: L7: 65, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5: L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367
CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or	

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expression.	
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526 SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 146, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370

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READING: LITERATURE	
CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324 Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
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.	Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324

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CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
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.	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533 SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324 Level 2 TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U4: L4: 305-311, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, U11: L7: 423-426, U12: L3: 477-480, U12: L8: 513-517 SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125 U3: L9: 248-263, U3: L9: 126-139, U4: L4: 161-165, U7: L1: 1-3, 5-9, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, 415-420, U11: L6: 317, 319-323, U11: L7: 325, U12: L3: 358-359, U12: L8: 378-380 Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir
CCR Anchor Standard RL.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
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.	Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2:

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	289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524 SE: U1: L1: 2, U1: L6: 18-21, U2: L1: 36, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
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.	Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L10: 267-268 SE: U7: L6: 33-34 Level 2 TE: U2: L1: 86-92, U2: L6: 121-131, U3: L7: 235-241, U4: L1: 276-278, 283-288, U9: L7: 242-246, U11: L3: 390-393 SE: U2: L1: 37-40, U2: L6: 57-60, 62, U3: L7: 121-123, U4: L1: 145, 147-152, U9: L7: 14, 202-203, U11: L3: 305-306
CCR Anchor Standard RL.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Level 1 TE: U9: L6: 236-240, U9: L10: 263-264 Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L7: 135-136, U3: L10: 271-272, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L3: 390-393, U11: L9: 433-439, U12: L8: 513-517 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U2: L7: 64, U3: L10: 99, 124, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U11: L9: 330-334, U12: L8: 378-380 Power Pass: Level 1: Unit 9: A Whole New World
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see”	Level 1 The following provide opportunities: TE: U7: L5: 51-52 Level 2

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and “hear” when reading the text to what they perceive when they listen or watch.	TE: U1: L5: 39-40, U2: L6: 121-131, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U2: L6: 57-60, 62, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92
CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Not applicable to literature	
CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
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.	Level 2 TE: U3: L8: 242-247, U8: L5: 125-128, U8: L7: 151-155, U9: L8: 247-252, U11: L8: 428-432, U12: L3: 477-480, U12: L7: 509-512 SE: U3: L8: 124-125, U8: L5: 39, 55, U8: L7: 88-89, U9: L8: 204-206, U11: L8: 327-329, U12: L3: 358-359, U12: L7: 376-377 Power Pass: Level 2: Unit 5: StreetWise magazine
CCR Anchor Standard RL.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
6.RL.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences.	Level 1 TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465, SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288 Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L4: 161-165, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524 SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385 Reading Scope: That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1:

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READING: INFORMATIONAL TEXT	Haunted House in Georgia; The Tell-Tale Heart; Book of Verse
CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493 SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L1: 317-322, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, 323-327, U4: L6: 167, 169-173, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
CCR Anchor Standard RI.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development;	

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summarize the key supporting details and ideas.	
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.	Level 1 TE: U1: L5: 39-40, U1: L7: 53-55, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L1: 243-246, U4: L5: 265-270, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283 Power Pass: Level 2: Unit 4: Césaire Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants
CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
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).	Level 1 The following provide opportunities: TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L3: 479-483, U12: L4: 489-493 SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245, U12: L3: 297-298, U12: L4: 302-304 Level 2 TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U5: L8: 420-424, U5: L10: 440-441, U6: L3: 467-471, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U9: L4: 216-225 SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U5: L8: 66, 218-220, U5: L10: 210, 218, U6: L3: 243-245, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U9: L4: 14, 129-135
CCR Anchor Standard RI.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1:

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CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
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.	Level 1 The following provide opportunities: TE: U6: L6: 452-457, U8: L7: 157-163, U10: L3: 301-305, U10: L4: 308-312, U11: L4: 395-398 SE: U8: L7: 91-93, U10: L3: 187-188, U10: L4: 192-193 Level 2 TE: U1: L9: 63-68, U4: L1: 276-278, 283-288, U5: L9: 425-431 SE: U1: L9: 27-29, U4: L1: 145, 147-152, U5: L9: 221-224
CCR Anchor Standard RI.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Level 1 TE: U5: L10: 391, U6: L1: 400-401, U6: L2: 417, U6: L5: 445-446, U6: L6: 452-457, U8: L1: 100-102, U8: L6: 152-156, U8: L10: 180-181, U10: L1: 276-278, U11: L2: 380-381, U11: L6: 415-417 SE: U6: L1: 215, U6: L2: 224, U6: L5: 239, U6: L6: 245, U8: L1: 57, U8: L6: 87-90, U8: L10: 109, U10: L1: 171, U11: L2: 232-233, U11: L6: 256-257 Level 2 TE: U1: L6: 41-42, U5: L8: 420-424, U7: L6: 42-44, 49-51, U7: L9: 65-70, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U1: L6: 17, U5: L8: 66, 218-220, U7: L6: 23, 25-27, U7: L9: 32-34 U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants
CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.6.7 Integrate information presented	Level 1

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in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	TE: U2: L1: 80-81, U3: L1: 158-160, U8: L3: 123-127, U8: L4: 131-134 SE: U8: L3: 72-73
CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
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.	Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245 Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283 Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes
CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.6.9 Compare and contrast one author’s presentation of events with that of another.	Level 1 TE: U6: L6: 452-457 SE: U6: L6: 245 Level 2 TE: U5: L10: 434-440, U10: L9: 342-350 SE: U5: L10: 30, 225-228, 371, U10: L9: 278-283
CCR Anchor Standard RI.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
6.RI.10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145,

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	147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 467-471, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283 Reading Scope: All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3; Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club
WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a Organize information and ideas around a topic to plan and prepare to write b Introduce claim(s) and organize the reasons and evidence clearly. c Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e Establish and maintain a formal style. f Provide a concluding statement or section that follows from the argument presented. g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting or trying a new approach, with consideration to task, purpose, and audience.	Level 1 TE: U6: L8: 466-469 SE: U6: L8: 248-251 Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L5: 314, U10: L8: 337-341, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L5: 266-267, U10: L8: 276-277, U11: L5: 315-316 Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37 Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
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.	Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-

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a Organize information and ideas around a topic to plan and prepare to write b Introduce a topic; a Organize information and ideas around a topic to plan and prepare to write c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d Use appropriate transitions to clarify the relationships among ideas and concepts. e Use precise language and domain-specific vocabulary to inform about or explain the topic. f Establish and maintain a formal style. g Provide a concluding statement or section that follows from the information or explanation presented. g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting or trying a new approach, with consideration to task, purpose, and audience.	201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368 Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a Organize information and ideas around a topic to plan and prepare to write b 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. c Use narrative techniques, such as	Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328 Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287 Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18;

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dialogue, pacing, and description, to develop experiences, events, and/or characters. d Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. e Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. f Provide a conclusion that follows from the narrated experiences or events. g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting or trying a new approach, with consideration to task, purpose, and audience.	Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38 Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.	Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5:

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	L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 124, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390 Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 1: Lesson 1: Analyzing Paragraph Structure, pp. 1-6; Lesson 2: Writing Group Paragraphs: Informational and Opinion, pp. 7-12; Lesson 3: Writing Group Paragraphs: Narrative, pp. 13-16; Lesson 4: Writing Paragraphs: Informational, Opinion, Narrative, pp. 1-6; Lesson 5: Revising and Presenting, pp. 1-6
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L10: 70-75, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L10: 30-34, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390 Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6 Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit,

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CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.6.6 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.	Level 1 TE: U12: L10: 552 Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39 Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30

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	Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28 Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30 Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38 Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26 Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	Level 1 TE: U4: L1: 236-237 Level 2 TE: U2: L6: 121-131, U3: L3: 186-190, U6: L10: 532-538, U8: L8: 156-160 SE: U2: L6: 57-60, 62, U3: L3: 66, 89, U6: L10: 280-284, U8: L8: 15, 90-92 At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to further meet this standard.
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.6.3 Delineate a speaker’s argument	The opportunity to address this standard can be met by listening to an excerpt

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and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
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.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. Subject/Verb Agreement Continue to ensure subject/ verb agreement Verbs Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>); Form and use verbs in active & passive voice; Form and use indicative, imperative, interrogative, conditional moods; Recognize and correct inappropriate shifts in voice and mood; Form and use transitive/intransitive verbs Adjectives Form and use compound adjectives Adverbs Use adverbs that modify adjectives; use adverbs that modify adverbs Sentences Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences; produce, expand, and rearrange simple, compound, and complex sentences Pronouns Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>);	Level 1 TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10 179, U8: L10 184-185, U9: L2 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L4: 136, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339 Level 2 TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L6: 128-131, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336,

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Use intensive pronouns; Recognize and correct inappropriate shifts in pronoun number and person; Recognize and correct vague pronouns; Continue to ensure pronoun-antecedent agreement; Recognize and apply the nominative case and objective case Commonly Confused Words Continue to correctly use frequently confused words Phrases and Clauses Explain the function of phrases and clauses in general and their function in specific sentences; Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers; Form and use indirect/direct objects Usage Recognize variations from standard English in their own and others' writing and speaking; Identify and use strategies to improve expression in conventional language	U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524 SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L6: 58-60, 62, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385 Writing Projects: Level 1: Project 4: Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use punctuation to set off nonrestrictive/parenthetical elements; Use a comma to separate coordinate adjectives; Use punctuation to indicate a pause or break; Use an ellipsis to indicate an omission; Use a semicolon to link two or more closely related independent clauses; Use a colon to introduce a list or quotation; Apply hyphen conventions Spelling Consistently apply conventional rules to spell words correctly References Continue to consult reference materials as needed to check and correct spellings	Level 1 TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L5: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367 Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25

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CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a Vary sentence patterns for meaning, reader/listener interest, and style. b Maintain consistency in style and tone.	Level 1 TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513 SE: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313 Level 2 TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U11: L2: 386-389, U12: L2: 474-476 SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 203-210, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.	
L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10:

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context based on grade 6 reading and content. b. Distinguish among the connotations of words with similar denotations.	Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9:

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CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 146, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L10: 432-433, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10:

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North Carolina English Language Arts Standard Course of Study, Grade 7	LANGUAGE! Live Page Matches
READING: LITERATURE	
CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324 Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324 Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U3: L1: 158, 164-174,

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North Carolina English Language Arts Standard Course of Study, Grade 7	LANGUAGE! Live Page Matches
	U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334 Power Pass: Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses Writing Projects: Level 1: Project 6: Lesson 2: Finding Themes in Fables, pp. 6-10
CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.7.3 Analyze how particular elements of a story or drama interact.	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533 SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324 Level 2 TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L7: 242-246, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U12: L3: 477-480, U12: L5: 493, U12: L8: 513-517 SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L1: 1-3, 5-9, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, U12: L3: 358-359, U12: L5: 368, U12: L8: 378-380 Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir
CCR Anchor Standard RL.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.	Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524 SE: U1: L1: 2, U1: L6: 18-21, U2: L1: 36, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-

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	60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 101-117, U3: L7: 121-123, U3: L8: 124-125, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.7.5 Analyze how a drama’s or poem’s (or other literary genre’s) form or structure contributes to its meaning.	Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L10: 267-268 SE: U7: L6: 33-34 Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U3: L7: 235-241, U9: L7: 242-246 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L7: 121-123, U9: L7: 14, 202-203
CCR Anchor Standard RL.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Level 1 TE: U9: L6: 236-240, U9: L10: 263-264 Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L7: 135-136, U3: L10: 271-272, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, 9: L9: 209-237, U11: L3: 390-393, U11: L9: 433-439, U12: L8: 513-517 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U2: L7: 64, U3: L10: 99, 124, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L10: 272-273, U9: L10: 137, 204, U11: L3: 305-306, U11: L9: 330-334, U12: L8: 378-380
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	Level 2 TE: U1: L5: 39-40, U2: L6: 121-131, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U2: L6: 57-60, 62, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92
CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Not applicable to literature	
CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction	Level 1 The following provide opportunities: TE: U11: L2: 380-381 SE: U11: L2: 232-233

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use or alter history.	Level 2 TE: U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247 SE: U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125 The following supports understanding of firsthand and secondhand accounts, supporting this standard: Writing Projects: Level 1: Project 4: Lesson 1: Defining and Analyzing Primary Source Texts, pp. 1-8; Lesson 2: Analyzing Primary Source Texts, pp. 9-15; Lesson 3: Comparing and Contrasting Firsthand Accounts, pp. 16-18; Lesson 4: Defining and Analyzing Secondary Source Texts, pp. 19-25; Lesson 5: Writing a Firsthand Account, pp. 26-30; Lesson 6: Searching for the Truth, pp. 31-34; Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44
CCR Anchor Standard RL.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
7.RL.10 By the end of grade 7, read and understand literature within 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Level 1 TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465, SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288 Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L4: 161-165, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524 SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385 Reading Scape: That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1: Haunted House in Georgia; The Tell-Tale Heart; Book of Verse
READING: INFORMATIONAL TEXT	

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CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493 SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70 U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, 323-327, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
CCR Anchor Standard RI.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the	Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8:

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text; provide an objective summary of the text.	289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283 Power Pass: Level 2: Unit 4: César Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants
CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.	Level 1 The following provide opportunities: TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L3: 479-483, U12: L4: 489-493 SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245, U12: L3: 297-298, U12: L4: 302-304 Level 2 TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U5: L10: 440-441, U6: L3: 467-471, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U9: L4: 216-225 SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U5: L10: 210, 218, U6: L3: 243-245, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U9: L4: 14, 129-135
CCR Anchor Standard RI.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8: L1: 58, U8: L7: 91-93, U8: L10: 106, U10: L1: 172, U10: L3: 183-185, U10: L10: 218, U11: L1: 224, U11: L10: 270 Level 2

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	TE: U1: L1: 7-10, U1: L6: 44-51, U1: L9: 63-68, U1: L10: 69-70, U4: L1: 276-278, 283-288, U4: L2: 289-290, U4: L9: 342-348, U5: L4: 390-397, U5: L7: 413-414, U6: L1: 444-445, 451-455, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U7: L9: 65-70, U9: L2: 202-203, U9: L4: 216-225, U10: L4: 302-311, U10: L7: 331-332, U10: L9: 342-350 SE: U1: L1: 2, U1: L6: 18-21, U1: L9: 27-29, U4: L1: 145, 147-152, U4: L2: 146, U4: L9: 179-183, U5: L4: 203-208, U5: L7: 210, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U7: L9: 32-34, U9: L2: 112, U9: L4: 14, 129-135, U10: L4: 260-265, U10: L7: 269, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Level 1 The following provide opportunities: TE: U6: L6: 452-457, U11: L4: 395-398 Level 2 TE: U1: L9: 63-68, U4: L1: 276-278, 283-288, U5: L9: 425-431, U6: L9: 517-529 SE: U1: L9: 27-29, U4: L1: 145, 147-152, U5: L9: 221-224, U6: L9: 253, 273-279
CCR Anchor Standard RI.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.7.6 Describe an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U6: L10: 532-538, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U6: L10: 280-284, U8: L8: 15, 90-92 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants
CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U6: L10: 532-538 SE: U6: L10: 280-284
CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245 Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U9: L3: 211-215, U10: L3: 298-301,

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	U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283 Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes
CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 1 TE: U6: L6: 452-457 SE: U6: L6: 245 Level 2 TE: U5: L10: 434-440, U10: L9: 342-350 SE: U5: L10: 30, 225-228, 371, U10: L9: 278-283
CCR Anchor Standard RI.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 467-471, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283 Reading Scope: All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A

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WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a Organize information and ideas around a topic to plan and prepare to write. b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e Establish and maintain a formal style. f Provide a concluding statement or section that follows from and supports the argument presented. g With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Level 1 TE: U6: L8: 466-469 SE: U6: L8: 248-251 Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L8: 337-341, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L8: 276-277, U11: L5: 315-316 Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37 Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
7.W.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 Organize information and ideas around a topic to plan and prepare to write. b Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,	Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U11: L10: 335-337, U12: L5: 368

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and cause/effect; include formatting, and multimedia when useful to aiding comprehension. c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e Use precise language and domain-specific vocabulary to inform about or explain the topic. f Establish and maintain a formal style. g Provide a concluding statement or section that follows from and supports the information or explanation presented. h With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a Organize information and ideas around a topic to plan and prepare to write. b Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and and/or characters. d Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328 Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287 Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38 Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-

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e Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. f Provide a conclusion that follows from and reflects on the narrated experiences or events. g With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.7.4 Use digital tools and resources to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 124, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L10:

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	284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390 Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 1: Lesson 1: Analyzing Paragraph Structure, pp. 1-6; Lesson 2: Writing Group Paragraphs: Informational and Opinion, pp. 7-12; Lesson 3: Writing Group Paragraphs: Narrative, pp. 13-16; Lesson 4: Writing Paragraphs: Informational, Opinion, Narrative, pp. 1-6; Lesson 5: Revising and Presenting, pp. 1-6
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L10: 70-75, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L10: 30-34, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390 Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6 Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37 Writing Projects: Level 1: Project 6: Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing

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	Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30 Writing Projects: Level 2: Project 3: Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28 Writing Projects: Level 2: Project 5: Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27; Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30 Writing Projects: Level 2: Project 6: Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38 Writing Projects: Level 2: Project 7: Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26 Writing Projects: Level 2: Project 8: Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.7.6 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, avoiding plagiarism and following a standard format for citation.	Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39 Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30 Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28 Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30 Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38 Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26 Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise

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	and Publish, pp. 21-23
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L5: 407, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Level 1 The following provides opportunities: TE: U4: L9: 293-296 Level 2 TE: U6: L10: 532-538, U8: L8: 156-160 SE: U6: L10: 280-284, U8: L8: 15, 90-92 At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to further meet this standard.
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.7.4 Present claims and findings,	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia

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emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Presentation, pp. 30-31
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. Subject/Verb Agreement Continue to ensure subject/verb agreement Verbs Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>); Form and use verbs in active & passive voice; Form and use indicative, imperative, interrogative, conditional moods ; Recognize and correct inappropriate shifts in voice and mood ; Form and use transitive/intransitive verbs Adjectives Form and use compound adjectives Adverbs Use adverbs that modify adjectives; use adverbs that modify adverbs Sentences Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences; produce, expand, and rearrange simple, compound, and complex sentences Pronouns Ensure that pronouns are in the proper case (<i>subjective</i> , <i>objective</i> , <i>possessive</i>); Use intensive pronouns; Recognize and correct inappropriate shifts in pronoun number and person; Recognize and correct vague pronouns; Continue to ensure	Level 1 TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L4: 136, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10: 107, U8: L10: 111, U9: L2: 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339 Level 2 TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L6: 128-131, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524 SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L6: 58-60, 62, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9:

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pronoun-antecedent agreement; Recognize and apply the nominative case and objective case Commonly Confused Words Continue to correctly use frequently confused words Phrases and Clauses Explain the function of phrases and clauses in general and their function in specific sentences; Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers; Form and use indirect/direct objects Usage Recognize variations from standard English in their own and others' writing and speaking; Identify and use strategies to improve expression in conventional language	126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use punctuation to set off nonrestrictive/parenthetical elements; Use a comma to separate coordinate adjectives; Use punctuation to indicate a pause or break; Use an ellipsis to indicate an omission; Use a semicolon to link two or more closely related independent clauses; Use a colon to introduce a list or quotation; Apply hyphen conventions Spelling Consistently apply conventional rules to spell words correctly References Continue to consult reference materials as needed to check and correct spellings	Level 1 TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367 Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Level 1 TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8:

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a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513 SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313 Level 2 TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U11: L2: 386-389, U12: L2: 474-476 SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 203-210, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.	
L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62 -63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282,

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context based on grade 7 reading and content. b. Distinguish among the connotations of words with similar denotations.	Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10: 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10: 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490 SE: U1: L9: 28, U2: L4: 50-54, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5:

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	L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367 Power Pass: Level 1: Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 12: Sonia Sotomayor
CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 146, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L10: 432-433, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526 SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 289-290, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6:

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	70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370

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CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324 Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324 Level 2

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CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533 SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324 Level 2 TE: U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L7: 242-246, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U12: L3: 477-480, U12: L8: 513-517 SE: U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L1: 1-3, 5-9, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, U12: L3: 358-359, U12: L8: 378-380 Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir
CCR Anchor Standard RL.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403,

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CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U3: L7: 235-241, U9: L7: 242-246 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L7: 121-123, U9: L7: 14, 202-203 Power Pass: Level 1: Unit 11: Disturbing Sky
CCR Anchor Standard RL.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Level 1 TE: U9: L6: 236-240, U9: L10: 263-264 Level 2 TE: U4: L4: 305-311, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L3: 390-393, U12: L8: 513-517 SE: U4: L4: 161-165, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U12: L8: 378-380 Power Pass: Level 1: Unit 9: A Whole New World
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92
CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Not applicable to literature	
CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing	Level 1 The following provide opportunities: TE: U9: L6: 236-240 Level 2

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how the material is rendered new.	The following provide opportunities: TE: U8: L5: 125-128, U8: L7: 151-155, U9: L9: 252-263, U12: L6: 496-497, 502-506, U12: L9: 518-524 SE: U8: L5: 39, 55, U8: L7: 88-89, U9: L9: 209-237, U12: L6: 369, 371-375, U12: L9: 381-385
CCR Anchor Standard RL.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Level 1 TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465 SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288 Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247 U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524 SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385 Reading Scope: That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1: Haunted House in Georgia; The Tell-Tale Heart; Book of Verse
READING: INFORMATIONAL TEXT	
CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4:

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CCR Anchor Standard RI.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38

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CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Level 1 The following provide opportunities: TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L3: 479-483, U12: L4: 489-493 SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 245-243, U12: L3: 297-298, U12: L4: 302-304 Level 2 TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U9: L4: 216-225 SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U6: L6: 252, 255-266, U6: L7: 267-268, U9: L4: 14, 129-135
CCR Anchor Standard RI.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8: L1: 58, U8: L7: 91-93, U8: L10: 106, U10: L1: 172, U10: L3: 183-185, U10: L10: 218, U11: L1: 224, U11: L10: 270 Level 2 TE: U1: L1: 7-10, U1: L6: 44-51, U1: L9: 63-68, U1: L10: 69-70, U4: L1: 276-278, 283-288, U4: L2: 289-290, U4: L9: 342-348, U5: L4: 390-397, U5: L7: 413-414, U6: L1: 444-445, 451-455, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U7: L9: 65-70, U9: L2: 202-203, U9: L4: 216-225, U10: L4: 302-311, U10: L7: 331-332, U10: L9: 342-350

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CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Level 1 The following provide opportunities: TE: U6: L6: 452-457, U8: L7: 157-163, U10: L3: 301-305, U10: L4: 308-312, U11: L4: 395-398 SE: U8: L7: 91-93, U10: L3: 187-188, U10: L4: 192-193, U11: L4: 243-245 Level 2 TE: U1: L9: 63-68, U4: L1: 276-278, 283-288, U5: L9: 425-431, U6: L9: 517-529, U10: L4: 302-311 SE: U1: L9: 27-29, U4: L1: 145, 147-152, U5: L9: 221-224, U6: L9: 253, 273-279, U10: L4: 260-265
CCR Anchor Standard RI.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U6: L10: 532-538, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U6: L10: 280-284, U8: L8: 15, 90-92 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants
CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245 Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501(P.O.), U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350

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CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Level 1 TE: U6: L6: 452-457 SE: U6: L6: 245 Level 2 TE: U10: L9: 342-350 SE: U10: L9: 278-283
CCR Anchor Standard RI.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.8.10 By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-254, U12: L4: 302-304, U12: L6: 314-315 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283 Reading Scope: All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3;

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	Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club
WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a Organize information and ideas around a topic to plan and prepare to write b Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e Establish and maintain a formal style. f Provide a concluding statement or section that follows from and supports the argument presented. g With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Level 1 The following provide opportunities: TE: U6: L8: 466-469 Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L8: 337-341, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L8: 276-277, U11: L5: 315-316 Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37 Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.8.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a Organize information and ideas around a topic to plan and prepare to write b Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. c Develop the topic with relevant, well-chosen facts, definitions, concrete	Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368 Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational

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details, quotations, or other information and examples. d Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e Use precise language and domain-specific vocabulary to inform about or explain the topic. f Establish and maintain a formal style. g Provide a concluding statement or section that follows from and supports the information or explanation presented. h With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a Organize information and ideas around a topic to plan and prepare to write b Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. e Use precise words and phrases,	Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328 Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287 Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38 Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a

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relevant descriptive details, and sensory language to capture the action and convey experiences and events. f Provide a conclusion that follows from and reflects on the narrated experiences or events. g With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 124, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329,

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	U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390 Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 1: Lesson 1: Analyzing Paragraph Structure, pp. 1-6; Lesson 2: Writing Group Paragraphs: Informational and Opinion, pp. 7-12; Lesson 3: Writing Group Paragraphs: Narrative, pp. 13-16; Lesson 4: Writing Paragraphs: Informational, Opinion, Narrative, pp. 1-6; Lesson 5: Revising and Presenting, pp. 1-6
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.8.5 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.	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L10: 70-75, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L10: 30-34, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390 Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6 Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37 Writing Projects: Level 1: Project 6: Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing

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	Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30 Writing Projects: Level 2: Project 3: Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28 Writing Projects: Level 2: Project 5: Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27; Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30 Writing Projects: Level 2: Project 6: Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38 Writing Projects: Level 2: Project 7: Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26 Writing Projects: Level 2: Project 8: Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.8.6 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.	Level 1 TE: U12: L10: 552 Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39 Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30 Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28 Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30

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	Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38 Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26 Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Level 2 The following provides opportunities: TE: U8: L8: 156-160 SE: U8: L8: 15, 90-92 At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line	

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of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. Subject/Verb Agreement Continue to ensure subject/verb agreement Verbs Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>); Form and use verbs in active & passive voice; Form and use indicative, imperative, interrogative, conditional moods; Recognize and correct inappropriate shifts in voice and mood; Form and use transitive/intransitive verbs Adjectives Form and use compound adjectives Adverbs Use adverbs that modify adjectives; use adverbs that modify adverbs Sentences Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences; produce, expand, and rearrange simple, compound, and complex sentences Pronouns Ensure that pronouns are in the proper case (<i>subjective</i>, <i>objective</i>, <i>possessive</i>); Use intensive pronouns; Recognize and correct inappropriate shifts in pronoun number and person; Recognize and	Level 1 TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10 179, U8: L10 184-185, U9: L2 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L4: 136, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 130, U9: L9: 156-158, U9: L10: 162, U9: L10: 272-273, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339 Level 2: TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 433-439, U12: L2: 469-473, U12:

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correct vague pronouns; Continue to ensure pronoun-antecedent agreement; Recognize and apply the nominative case and objective case Commonly Confused Words Continue to correctly use frequently confused words Phrases and Clauses Explain the function of phrases and clauses in general and their function in specific sentences; Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers; Form and use indirect/direct objects Usage Recognize variations from standard English in their own and others' writing and speaking; Identify and use strategies to improve expression in conventional language	L4: 481-490, U12: L9: 518-524 SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use punctuation to set off nonrestrictive/parenthetical elements; Use a comma to separate coordinate adjectives; Use punctuation to indicate a pause or break; Use an ellipsis to indicate an omission; Use a semicolon to link two or more closely related independent clauses; Use a colon to introduce a list or quotation; Apply hyphen conventions Spelling Consistently apply conventional rules to spell words correctly References Continue to consult reference materials as needed to check and correct spellings	Level 1 TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367 Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.8.3 Use knowledge of language and its	Level 1

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conventions when writing, speaking, reading, or listening. a Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.	TE: U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513 SE: U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313 Level 2 TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U11: L2: 386-389, U12: L2: 474-476 SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 203-210, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.	
L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62 -63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4:

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context based on grade 8 reading and content. b. Distinguish among the connotations of words with similar denotations.	Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10: 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10: 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L7: 136-135, U2: L9: 145-149, U3: L4: 191-

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CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 146, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L10: 432-433, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526 SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36,

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READING: LITERATURE	
CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324 Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378 Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Tea Dobromir; Unit 9: A Wolf in Dark Glasses
CCR Anchor Standard RL.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324 Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U3: L1: 158, 164-174,

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CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533 SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324 Level 2 TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L3: 25-30, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U12: L3: 477-480, U12: L5: 493, L8: 513-517 SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, U12: L3: 358-359, U12: L5: 368, U12: L8: 378-380 Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir
CCR Anchor Standard RL.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524 SE: U1: L1: 2, U1: L6: 18-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2:

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CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Level 2 TE: U4: L1: 276-278, 283-288, U7: L4: 31-37, U9: L7: 242-246 SE: U4: L1: 145, 147-152, U7: L4: 18-21, U9: L7: 14, 202-203
CCR Anchor Standard RL.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature, drawing from a variety of literary texts.	Level 1 The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264 Level 2 The following provide opportunities: TE: U8: L10: 179-183, U11: L3: 390-393, U11: L9: 433-439 SE: U8: L10: 35, 106-109, 553, U11: L3: 305-306, U11: L9: 330-334
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Level 1 The following provide opportunity: TE: U9: L1 189 Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125
CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Not applicable to literature	
CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work.	Level 2 The following provide opportunities: TE: U3: L7: 235-241, U3: L8: 242-247, U8: L7: 151-155, U9: L9: 252-263, U12: L9: 518-524 SE: U3: L7: 121-123, U3: L8: 124-125, U8: L7: 88-89, U9: L9: 209-237, U12: L9: 381-385

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CCR Anchor Standard RL.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. RL.9-10.10 By the end of the grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of the grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	
READING: INFORMATIONAL TEXT	
CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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CCR Anchor Standard RI.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283

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	Power Pass: Level 2: Unit 4: Césear Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants
CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Level 1 The following provide opportunities: TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398 SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245 Level 2 The following provide opportunities: TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U9: L4: 216-225 SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U6: L6: 252, 255-266, U6: L7: 267-268, U9: L4: 14, 129-135
CCR Anchor Standard RI.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8: L1: 58, U8: L7: 91-93, U8: L10 106, U10: L1: 172, U10: L3: 183-185, U10: L10: 218, U11: L1: 224, U11: L10: 270 Level 2 TE: U1: L1: 7-10, U1: L6: 44-51, U1: L9: 63-68, U1: L10: 69-70, U4: L1: 276-278, 283-288, U4: L2: 289-290, U4: L9: 342-348, U5: L4: 390-397, U5: L7: 413-414, U6: L1: 444-445, 451-455, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U7: L9: 65-70, U9: L2: 202-203, U9: L4: 216-225, U10: L4: 302-311, U10: L7: 331-332, U10: L9: 342-350 SE: U1: L1: 2, U1: L6: 18-21, U1: L9: 27-29, U4: L1: 145, 147-152, U4: L2: 146, U4: L9: 179-183, U5: L4: 203-208, U5: L7: 210, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U7: L9: 32-34, U9: L2: 112, U9: L4: 14, 129-135, U10: L4: 260-265, U10: L7: 269, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	

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RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Level 1 The following provide opportunities: TE: U5: L10: 391, U6: L6: 452-457, U10: L3: 301-305, U10: L4: 308-312, U11: L4: 395-398 SE: U10: L3: 187-188, U10: L4: 192-193, U11: L4: 245-243 Level 2 The following provide opportunities: TE: U5: L9: 425-431, U6: L9: 517-529, U7: L9: 65-70, U10: L4: 302-311 SE: U5: L9: 221-224, U6: L9: 253, 273-279, U7: L9: 32-34, U10: L4: 260-265
CCR Anchor Standard RI.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Level 1 TE: U6: L2: 417, U6: L5: 445-446, U6: L6: 452-457, U6: L10: 476, U7: L1: 4-6, U8: L1: 100-102, U8: L6: 152-156, U8: L10 180-181, U10: L1: 276-278, U11: L1: 362-364, U11: L2: 380-381, U11: L6: 415-417 SE: U6: L2: 224, U6: L5: 239, U6: L6: 245, U7: L1: 1, U8: L1: 57, U8: L6: 87-90, U8: L10 109, U10: L1: 171, U11: L1: 223, U11: L2: 232-233, U11: L6: 256-257 Level 2 TE: U7: L9: 65-70, U9: L3: 211-215, U10: L9: 342-350 SE: U7: L9: 32-34, U9: L3: 14, 126-128, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants
CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. The following supports understanding of first and secondhand accounts: Writing Projects: Level 1: Project 4: Lesson 1: Defining and Analyzing Primary Source Texts, pp. 1-8; Lesson 2: Analyzing Primary Source Texts, pp. 9-15; Lesson 3: Comparing and Contrasting Firsthand Accounts, pp. 16-18; Lesson 4: Defining and Analyzing Secondary Source Texts, pp. 19-25; Lesson 5: Writing a Firsthand Account, pp. 26-30; Lesson 6: Searching for the Truth, pp. 31-34; Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44
CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398, SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245 Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501(P.O.), U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266(P.O.), U6: L7: 267-268, U6: L8:

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	269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283 Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes
CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	This is beyond the scope of the program.
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.9-10.10 By the end of the grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of the grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315 Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 211-215, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283 Reading Scope: All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3; Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club
WRITING	

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CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a Organize information and ideas around a topic to plan and prepare to write b Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. d Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Level 1 The following provide opportunities: TE: U6: L8: 466-469 SE: U6: L8: 248-251 Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L3: 298-301, U10: L8: 337-341, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L8: 276-277, U11: L5: 315-316 Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37 Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a Organize information and ideas around a topic to plan and prepare to write b Introduce a topic; organize complex	Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493

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ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e Use precise language and domain-specific vocabulary to manage the complexity of the topic. f Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368 Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a Organize information and ideas around a topic to plan and prepare to write b Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c Use narrative techniques, such as	Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328 Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287 Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing

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dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38 Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.9-10.4 Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89,

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CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, U7: L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L2: 22-25, U1: L10: 70-75, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L10: 30-34, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390 Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6 Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 7: Writing a compare and Contrast Essay: Draft, pp.

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	33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37 Writing Projects: Level 1: Project 6: Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30 Writing Projects: Level 2: Project 3: Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28 Writing Projects: Level 2: Project 5: Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27; Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30 Writing Projects: Level 2: Project 6: Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38 Writing Projects: Level 2: Project 7: Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26 Writing Projects: Level 2: Project 8: Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Level 1 TE: U12: L10: 552 Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39 Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30 Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast

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	Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28 Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30 Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38 Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26 Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10</i> topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378

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CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.	Level 1 TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10:

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CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; ; demonstrate proficiency within the 9-12 grammar continuum. Students apply conventions to created a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.	Level 1 TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L5: 186, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367

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CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure	Level 1 TE: U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513 SE: U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313, U11: L2: 386-389 Level 2 TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U12: L2: 474-476 SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.	
L.9-10.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62 -63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a Interpret figures of speech in context and analyze their role in the text. b Analyze nuances in the meaning of words with similar denotations.	Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10: 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10: 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337

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CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1:L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L4: 346-347, U5: L6: 360-362, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5:

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