COMMON CORE STANDARDS CROSSWALK

GRADE 1

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
		Our Modules																								
CCSS.ELA-LITERACYW.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					•					•	•											•			
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•		•	•		•	•	•	•
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					•	•				•	•											•			
CCSS.ELA-LITERACY.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

COMMON CORE STANDARDS CROSSWALK

GRADE 2

		Our Modules																								
Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
CCSS.ELA-LITERACYW.2.8	Recall information from experiences or gather information from provided sources to answer a question.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					•					•												•			
CCSS.ELA-LITERACY.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

COMMON CORE STANDARDS CROSSWALK

GRADE 3

Modules Coming Soon:
Aggression, Erin's Law, Hygiene, Making Friends, Refocus

BASE EDUCATION

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
		Our Modules																								
CCSA.ELA-LITERACY.RI.3.10	By the end of the year, read and comprehened informational texts, including history/social studies, science and technical txts, at the high end of the grades 2-3 text complexity band independently and proficiently.	•																								
CCSA.ELA.LITERACY-W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						•													•						
CCSA.ELA.LITERACY-W.3.4	With guidance and support from adults, produce writing in which the developemtna dn organization are appropriate to task and purpose.						•													•						
CCSA.ELA.LITERACY-W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	•					•																			
CCSA.ELA.LITERACY.W.3.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA.LITERACY.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA.LITERACY.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information present in diverse media and formats, including visually, quantitively and orally.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA.LITERACY.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA.LITERACY.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA.LITERACY.SL.3.6	Speak in complete sentence when approrpriate to task and situation in order to provide requested detail or clarification.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA-LITERACY.L.3.1	Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA-LITERACY.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
CCSA.ELA-LITERACY.L.3.3	Use knowledge of language and is conventions when writing, speaking, reading or listening.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSA.ELA-LITERACY.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

COMMON CORE STANDARDS CROSSWALK

GRADE 4

Modules Coming Soon:
Aggression, Erin's Law, Hygiene, Making Friends, Refocus

BASE EDUCATION

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Keeping Calm	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
		Our Modules																									
CCSS.ELA-LITERACY.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.															•										•	
CCSS.ELA-LITERACY.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.															•										•	
CCSS.ELA-LITERACY.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•														•										•	
CCSS.ELA-LITERACY.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						•														•						
CCSS.ELA-LITERACY.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.						•														•					•	
CCSS.ELA-LITERACY.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.																										
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•		•	•		•		•			•			•		•	•	•	•			•	•	•	
CCSS.ELA-LITERACY.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
CCSS.ELA-LITERACY.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.															•											
CCSS.ELA-LITERACY.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).															•											
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.						•																				
CCSS.ELA-LITERACY.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•		•	•	•	•		•	•	•	•	•	•	•	•	•	•	•						•	•
CCSS.ELA-LITERACY.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•					•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

COMMON CORE STANDARDS CROSSWALK

GRADE 5

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

BASE EDUCATION

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Keeping Calm	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
		Our Modules																									
CCSS.ELA-LITERACY.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					•																					
CCSS.ELA-LITERACY.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.			•		•																				•	
CCSS.ELA-LITERACY.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	•		•		•																				•	
CCSS.ELA-LITERACY.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						•														•						
CCSS.ELA-LITERACY.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			•		•	•									•					•					•	
CCSS.ELA-LITERACY.W.5.8	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.			•		•										•					•					•	
CCSS.ELA-LITERACY.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					•										•										•	
CCSS.ELA-LITERACY.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.															•											
CCSS.ELA-LITERACY.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.															•											

COMMON CORE STANDARDS CROSSWALK

GRADE 6

Modules Coming Soon: Erin's Law & Respect

BASE EDUCATION

		Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Equity	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	Primary and Secondary Impacts of Behavior	Putting it All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Strategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self	Who Am I?
CCSS.ELA-LITERACY.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•	•									•																								
CCSS.ELA-LITERACY.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.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.													•																													
CCSS.ELA-LITERACY.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.														•																												
CCSS.ELA-LITERACY.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.																																										
CCSS.ELA-LITERACY.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•	•									•			•															•						
CCSS.ELA-LITERACY.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.								•	•									•			•															•						
CCSS.ELA-LITERACY.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.													•																													

COMMON CORE STANDARDS CROSSWALK

GRADE 6 - DRUG MODULES

		Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalants and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	E-Cigarettes and Vaping	Section 01-Into & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	Section 13 - Drugs and Relationships - Lying, Concealment, and Deception	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	Section 16 - Overcoming Drugs - The "Forget You" Moment	Section 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
CCSS.ELA-LITERACY.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			•					•	•									•																					
CCSS.ELA-LITERACY.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.										•																													
CCSS.ELA-LITERACY.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.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.													•																										
CCSS.ELA-LITERACY.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			•							•																													
CCSS.ELA-LITERACY.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.													•																										
CCSS.ELA-LITERACY.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.														•																									
CCSS.ELA-LITERACY.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•	•									•			•									•							•		
CCSS.ELA-LITERACY.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.								•	•									•			•									•							•		
CCSS.ELA-LITERACY.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.													•																										