

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 6**

Grade 6 • Common Core State Standards	Everyday Literacy® • Grade 6
<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Integration of Knowledge and Ideas</p> <p>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” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>8. (Not applicable to literature)</p> <p>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.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p>
<p>Reading: Informational Text Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Material in <i>Everyday Literacy</i> is designed and intended for whole-class instruction. A Teaching Card accompanies each piece of realia and offers valuable guidance for teachers on how to prompt and support students in their exploration of the materials. Every Teaching Card includes an extensive “Discuss the Features” page outlining a detailed class discussion of text features, vocabulary, and ideas presented in the text. In this instruction students refer to details in the text when mastering the explicit and implicit meaning of the realia texts</p>

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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).

TC *Almanac 2011 Facts & Stats* p. 2 (class discussion of the features of the fact book and how they both organize the material and engage the reader).
 TC *Discover Genghis Khan's Mongolia* p. 2 (discussion of the hour glass on the logo and how the company may have chosen this symbol to represent “going back in time”).
 TC *How to Travel the World* p. 2 (discussion of photographs on the chart and how they may have been chosen to grab the reader’s attention and to give examples of exciting places to visit).
 TC *Smart Spy* p. 2 (class discussion of why photographs are included in catalogs, including grabbing the reader’s interest and explaining what unfamiliar products look like).
 TC *What on Earth? A Guide to Extreme Sites* p. 2 (examining the photographs of each site and discussing how the photographs and accompanying text provide additional information about each site).
 TC *Time Zones of the World Watch* p. 2 (discussing the language of the headline and whether it makes students want to read more of the ad).
 TC *Paris Goes Green* p. 2 (reading the deck text under the headline and discussing why it would make readers want to read more).
 TC *Tour the World* p. 2 (talking about the subheads and discussing the purpose of having a To Set Up section).
 TC *Around the World Café* p. 2 (discussing the restaurant’s logo, including text and images, and speculating about why the designer chose to use cursive type).
 TC *Mapman Game* p. 2 (discussing icons and why it is important to recognize them).

Within “Discuss the Features” instruction students are guided to identify the main topic and key details.

TC *Almanac 2011 Facts & Stats* p. 1-2 (explaining that an almanac is an annual reference book and discussing how the text features present large amounts of information in an easy to understand, engaging format).
 TC *Discover Genghis Khan's Mongolia* p.1-2 (explaining that a travel brochure is designed to inform and persuade the reader to take a trip and discussing which parts of the brochure the students found most persuasive).
 TC *How to Travel the World* p. 1-2 (explaining that international travel may require more planning than domestic travel and discussing the planning steps listed on the chart).
 TC *Smart Spy* p. 1-2 (explaining that catalogs use powerful images and words to persuade people to make a purchase and discussing how the features of this catalog make spy gear seem important and interesting).
 TC *What on Earth? A Guide to Extreme Sites* p. 1-2 (discussing the features of the guide book and how the structured, predictable format makes it easy to locate information).
 TC *Time Zones of the World Watch* p. 1-2 (explaining that ads use persuasive language and imagery to target specific audiences and discussing whether the features of this ad make the students want to purchase the watch).
 TC *Paris Goes Green* p. 1-2 (discussing air pollution problems in large cities and how the article presents information about pollution problems in Paris in an engaging format).
 TC *Tour the World* p. 2 (discussing the features of the game instructions and concluding that the purpose of an instruction sheet is to give players step-by-step instructions on how to set up, how

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	<p>to play, and how to win the game). TC <i>Around the World Café</i> p. 1-2 (explaining that a menu is a complete list of the food and drink offered by a restaurant and is organized into categories to make it easier to choose your meal). TC <i>Mapman Game</i> p. 2 (discussing the internet site’s features and what the words and illustrations show).</p> <p>“Discuss the Features” instruction promotes detailed discussion and understanding of the concepts and ideas presented in each piece of realia text. TC <i>Almanac 2011 Facts & Stats</i> p. 2 (discussing the chapter Introductions and how this text feature introduces each chapter, provides information about the chapter’s topic, and grabs the reader’s attention). TC <i>Discover Genghis Khan’s Mongolia</i> p. 2 (explaining that the background information section is included to introduce Genghis Khan and to explain the theme of the trip). TC <i>How to Travel the World</i> p. 2 (discussing the numbered sections of the chart and how numbering makes the sequence of steps easier to follow). TC <i>Smart Spy</i> p. 2 (discussing the words featured in the “burst” and whether they would make students more likely to want the product advertised). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 2 (exploring page 6 in detail and noticing that the text, picture, map and fantastic fact box all provide information about the world’s tallest building). TC <i>Time Zones of the World Watch</i> p. 2 (explaining that the bulleted list of selling points provides additional features of the watch and discussing how those points persuade readers to purchase the watch). TC <i>Paris Goes Green</i> p. 2 (discussing how the photograph and caption give the reader information and connect the reader to the topics in the article). TC <i>Tour the World</i> p. 2 (examining the instructions for Travel Cards in detail, including understanding latitude and longitude). TC <i>Around the World Café</i> p. 2 (discussing the tagline and the information it provides). TC <i>Mapman Game</i> p. 2 (examining the top toolbar and discussing why there are different links for different groups of users).</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>The <i>Everyday Literacy</i> real-world nonfiction texts are designed to help students understand the form and function of everyday, informational texts. The Teaching Cards assist teachers in guiding discussion of unknown words encountered in the realia.</p> <p>TC <i>Almanac 2011 Facts & Stats</i> p. 2 (defining and discussing the Take a Look and Check It Out! special features of the fact book). TC <i>Discover Genghis Khan’s Mongolia</i> p. 2 (explaining that the audience for the brochure are the groups it was designed to appeal to). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 2 (discussing the kinds of information found in the ‘Key Statistic’ feature about every site). TC <i>Time Zones of the World Watch</i> p. 2 (explaining that a “tagline” is a brief, memorable summary of what the product does). TC <i>Paris Goes Green</i> p. 2 (explaining that “deck” is the text under the title). TC <i>Tour the World</i> p. 2 (explaining that the “logo” is a catchy design combining images and</p>

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text).
 TC *Mapman Game* p. 2 (discussing the meaning of the Policy, Terms of Use, and Customer Service links on the site).

The materials comprising the *Everyday Literacy* program represent complex, discontinuous, real-world texts. Students are encouraged to explore the material and identify how its overall structure comprises an essential part of the information conveyed.

TC *Almanac 2011 Facts & Stats* p. 2 (discussing the chapter Introductions and how this text feature introduces each chapter, provides information about the chapter’s topic, and grabs the reader’s attention).

TC *Discover Genghis Khan’s Mongolia* p. 2 (explaining that the background information section is included to introduce Genghis Khan and to explain the theme of the trip).

TC *How to Travel the World* p. 2 (discussing the introductory text under the international photographs and how the text provides a purpose for the chart).

TC *Smart Spy* p. 2 (discussing how subheads are useful in a catalog because they are noticeable and can be read at a glance).

TC *What on Earth? A Guide to Extreme Sites* p. 2 (concluding class discussion with understanding that the pages of the guidebook are designed with the same features and this organization makes it easy for readers to find information).

TC *Time Zones of the World Watch* p. 2 (explaining that the bulleted list of selling points provides additional features of the watch and discussing how those points persuade readers to purchase the watch).

TC *Paris Goes Green* p. 2 (discussing how the subheads catch the reader’s attention and divide the article into sections).

TC *Tour the World* p. 2 (examining how the subheads are set apart by different type and are designed to divide the directions into different parts).

TC *Around the World Café* p. 2 (class discussion about how the logo, cover photographs and tagline all make it clear to readers that this restaurant serves food from around the world).

TC *Mapman Game* p. 2 (explaining that icons are important navigation tools that let users know where things such as drop-down lists are).

The *Everyday Literacy* program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. Supported by direct instruction, the expository texts provide opportunity for the students to determine an author’s purpose while the persuasive texts lend themselves to discussion of author’s point of view.

TC *Almanac 2011 Facts & Stats* p. 1-2 (explaining that an almanac is a reference book published annually and that text features convey information in a variety of engaging formats).

TC *Discover Genghis Khan’s Mongolia* p. 2 (discussing the language used in the brochure to make the trip sound exciting).

TC *How to Travel the World* p. 2 (discussing the combination of language and photographs used to make international travel seem exciting).

TC *Smart Spy* p. 1-2 (explaining that catalogs use powerful images and words to persuade people to make a purchase and discussing how the features of this catalog make spy gear seem

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	<p>important and interesting). <i>TC Time Zones of the World Watch</i> p. 2 (discussing how the features of the ad are designed to persuade readers to purchase the product and whether or not this ad is effective). <i>TC Around the World Café</i> p. 2 (discussing how the features of the menu are designed to persuade readers to order food).</p>
<p>Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 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. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>The <i>Everyday Literacy</i> program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. The program encourages students to think critically about the material they are examining and to identify its fundamental purpose. Illustrations and/or photographs are critical elements of each piece of <i>Everyday Literacy</i> realia and students are directed to examine the relationship between the illustrations and the accompanying text. <i>TC Almanac 2011 Facts & Stats</i> p. 2 (examining tables and charts to understand that they make it easier to see and understand large amounts of facts and information). <i>TC Discover Genghis Khan’s Mongolia</i> p. 2 (class discussion of the features of the brochure, including logo and maps). <i>TC How to Travel the World</i> p. 2 (discussing the combination of language and photographs used to make international travel seem exciting). <i>TC Smart Spy</i> p. 1-2 (explaining that catalogs use powerful images and words to persuade people to make a purchase and discussing how the features of this catalog, such as photographs and burst text, make spy gear seem important and interesting). <i>TC What on Earth? A Guide to Extreme Sites</i> p. 2 (exploring page 6 in detail and noticing that the text, picture, map and fantastic fact box all provide information about the world’s tallest building). <i>TC Time Zones of the World Watch</i> p. 2 (discussing the purpose for including both large and small photographs of the product). <i>TC Paris Goes Green</i> p. 2 (examining the ways that photographs and captions work together to provide more information and connect the reader to the topic). <i>TC Tour the World</i> p. 2 (discussing the images and text in the Souvenir Key box). <i>TC Around the World Café</i> p. 2 (explaining that the heart icon on the menu indicates a healthy menu choice). <i>TC Mapman Game</i> p. 2 (explaining that icons are important navigation tools that let users know where things such as drop-down lists are).</p> <p>Each grade-level set of <i>Everyday Literacy</i> materials includes several examples of persuasive writing, such as catalogs and advertisements. The direct instruction engages students in determining the author purpose to have included particular information. <i>TC Discover Genghis Khan’s Mongolia</i> p. 2 (pointing out specific language chosen to make the trip sound exciting, such as “inspire, extraordinary, step back in time”). <i>TC How to Travel the World</i> p. 2 (discussing the combination of language and photographs used to make international travel seem exciting). <i>TC Smart Spy</i> p. 1-2 (discussing specific words designed to make the binoculars seem special, such as “magnifies, records and plays back”).</p>

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	<p><i>What on Earth? A Guide to Extreme Sites</i> (each site listed in the guidebook is identified with a subheading and key statistic identifying what makes that site extreme). TC <i>Time Zones of the World Watch</i> p. 2 (discussing specific persuasive language used in the ad copy). TC <i>Around the World Café</i> p. 2 (class discussion about how menu information on country of origin might impact a reader’s decision to order or not order that item).</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>The <i>Everyday Literacy</i> materials are not leveled because the program is specifically designed for whole-class, whole-group instruction. Teachers and students delve into each piece of realia together and explore inquiry-based questions to reinforce important ideas and critical vocabulary. The following texts comprise the Grade 6 program: <i>Almanac 2011 Facts & Stats</i> (fact book) <i>Discover Genghis Khan’s Mongolia</i> (travel brochure) <i>How to Travel the World</i> (chart) <i>Smart Spy</i> (catalog) <i>What on Earth? A Guide to Extreme Sites</i>(guidebook) <i>Time Zones of the World Watch</i> (ad) <i>Paris Goes Green</i> (article) <i>Tour the World</i> (instructions) <i>Around the World Café</i> (menu) <i>Mapman Game</i> (internet screens)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p>	<p>The Extension Activities on every Teaching Card include writing activities in which students demonstrate their understanding and command of the conventions of English. Students use capitalization, punctuation, sentence formation, labeling, appropriate vocabulary. See the Extension Activities feature on every Teaching Card, page 3.</p>

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<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p>	<p>Teachers can use selected realia to compare the conventions of written and spoken language as they determine appropriate to their students. The <i>Everyday Literacy</i> non-fiction texts provide strong examples of the differences between prose, poetry and the writing students encounter in their everyday lives. In addition, the persuasive pieces included in each <i>Everyday Literacy</i> grade level set offer opportunities for teachers to discuss how authors select words and phrases for effect.</p>
<p>Vocabulary Acquisition and Use 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. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>Everyday Literacy</i> materials are non-fiction texts that students encounter in everyday life. These realia contain new vocabulary. The first page of each Teaching Card includes an “Academic Vocabulary” section and subsequent pages of the Teaching Card help the teacher initiate class discussion about new vocabulary. Students are encouraged to determine the meaning of new vocabulary based on the text and illustrations of the <i>Everyday Literacy</i> realia. TC <i>Almanac 2011Facts & Stats</i> p. 2 (determining the meaning of “Take a Look” and “Check It Out!” special features by examining the text). TC <i>Discover Genghis Khan’s Mongolia</i> p. 2 (explaining that the audience for the brochure are the groups it was designed to appeal to). TC <i>Time Zones of the World Watch</i> p. 2 (explaining that a “tagline” is a brief, memorable summary of what the product does; explaining that “positioning” is a favorable comparison of this product to others like it). TC <i>Paris Goes Green</i> p. 2 (explaining that the text under the title is the “deck”). TC <i>Tour the World</i> p. 2 (explaining that the “logo” is the combination of images and text at the top of the instructions). TC <i>Around the World Café</i> p. 2 (explaining that a “tagline” gives information about a title). TC <i>Mapman Game</i> p. 2 (discussing the meaning of the Privacy Policy, Terms of Use, and Customer Service sections of the screen). Nuances in word relationships and meaning are explored through class discussion. TC <i>Almanac 2011Facts & Stats</i> p. 3 (students design survey questions to determine class favorites in a particular category). TC <i>Discover Genghis Khan’s Mongolia</i> p. 3 (students list questions they would like to ask someone living during the time of Genghis Khan). TC <i>How to Travel the World</i> p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip). TC <i>Smart Spy</i> p. 3 (students browse the catalog and list persuasive language then compare their lists with classmates). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (class discussion about an online travel guide and whether or not they would want to recommend traveling there). TC <i>Time Zones of the World Watch</i> p. 3 (class discussion about advertising slogans and how they are similar to taglines). TC <i>Paris Goes Green</i> p. 3 (students look through magazine articles and compare and contrast their features using the vocabulary learned in the class discussion about the <i>Paris Goes Green</i> article). TC <i>Tour the World</i> p. 3 (students prepare a Venn diagram to compare and contrast <i>Tour the</i></p>

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	<p><i>World</i> instructions with instructions for another favorite game). TC <i>Around the World Café</i> p. 3 (students create a dictionary of food terms). TC <i>Mapman Game</i> p. 3 (students write a game magazine article reviewing the <i>Mapman Game</i>).</p> <p>Students are encouraged to use their new vocabulary through Writing Activities, Cooperative Learning, and other Extension Activities outlined on each Teaching Card. TC <i>Almanac 2011 Facts & Stats</i> p. 3 (students design and create a trivia game based on the almanac; students create two pages for an almanac about an area of interest; students create survey questions to determine class favorites in a particular category). TC <i>Discover Genghis Khan's Mongolia</i> p. 3 (students list questions they would like to ask someone living during the time of Genghis Khan; students create a brochure advertising a historic place in another country; students evaluate the design elements in this brochure). TC <i>How to Travel the World</i> p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip; students write instructions for a favorite activity). TC <i>Smart Spy</i> p. 3 (students browse the catalog and list persuasive language then compare their lists with classmates; students compare online and print catalogs). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (students work in groups to create a guidebook page about an extreme site). TC <i>Time Zones of the World Watch</i> p. 3 (students create a word web for a favorite product; students work as clients and ad agency to create an ad for the client's product). TC <i>Paris Goes Green</i> p. 3 (students look through magazine articles and compare and contrast their features using the vocabulary learned in the class discussion about the <i>Paris Goes Green</i> article). TC <i>Tour the World</i> p. 3 (students create a question-and-answer game about places shown on the <i>Tour the World</i> map and write instructions for their game). TC <i>Around the World Café</i> p. 3 (students create a menu for a Tastes of the World event). TC <i>Mapman Game</i> p. 3 (students write a game magazine article reviewing the <i>Mapman Game</i>; students design and write an About Us page describing their class for a class website page).</p>
<p>Writing Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. Some of the Teaching Cards include Writing Activities prompting students to create arguments and support those opinions with reasons and evidence. TC <i>Discover Genghis Khan's Mongolia</i> p. 3 (students evaluate the design elements of the brochure giving reasons why each element adds or detracts from the overall design). TC <i>Paris Goes Green</i> p. 3 (students propose a plan of action to change something in their communities, including why and how the plan will be carried out). TC <i>Mapman Game</i> p. 3 (students write a game magazine article reviewing the <i>Mapman Game</i> including an evaluation of the game's strengths and weaknesses and whether or not it was easy to navigate through the game).</p> <p>The Teaching Card provided with each piece of <i>Everyday Literacy</i> realia includes a suggestion for a Writing Activity designed to encourage students to produce their own informational/explanatory text. TC <i>Almanac 2011 Facts & Stats</i> p. 3 (students design and create a trivia game based on the</p>

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<p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>almanac; students create two pages for an almanac about an area of interest; students create survey questions to determine class favorites in a particular category). <i>TC Discover Genghis Khan's Mongolia</i> p. 3 (students list questions they would like to ask someone living during the time of Genghis Khan; students create a brochure advertising a historic place in another country). <i>TC How to Travel the World</i> p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip; students write instructions for a favorite activity). <i>TC Smart Spy</i> p. 3 (students browse the catalog and list persuasive language then compare their lists with classmates). <i>TC What on Earth? A Guide to Extreme Sites</i> p. 3 (students create a fact chart about one of the extreme sites; students work in groups to create a guidebook page about an extreme site). <i>TC Time Zones of the World Watch</i> p. 3 (students create a word web for a favorite product; students work as clients and ad agency to create an ad for the client's product; students write slogans for an existing product). <i>TC Paris Goes Green</i> p. 3 (students create a cover page and table of contents page for a new magazine on a topic of their choice). <i>TC Tour the World</i> p. 3 (students complete a Venn diagram comparing and contrasting instructions for two games; students design a question-and-answer map game and write instructions for their game). <i>TC Around the World Café</i> p. 3 (students create a dictionary of food terms; students create a menu for a Tastes of the World event). <i>TC Mapman Game</i> p. 3 (students write a game magazine article reviewing the <i>Mapman Game</i>; students design and write an About Us page describing their class for a class website page).</p>
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. <i>TC Almanac 2011 Facts & Stats</i> p. 3 (students design and create a trivia game based on the almanac; students create two pages for an almanac about an area of interest; students create survey questions to determine class favorites in a particular category). <i>TC Discover Genghis Khan's Mongolia</i> p. 3 (students list questions they would like to ask someone living during the time of Genghis Khan; students create a brochure advertising a historic place in another country; students evaluate the design elements in this brochure). <i>TC How to Travel the World</i> p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip; students write instructions for a favorite activity). <i>TC Smart Spy</i> p. 3 (students browse the catalog and list persuasive language then compare their lists with classmates). <i>TC What on Earth? A Guide to Extreme Sites</i> p. 3 (students create a fact chart about one of the extreme sites; students work in groups to create a guidebook page about an extreme site). <i>TC Time Zones of the World Watch</i> p. 3 (students create a word web for a favorite product; students work as clients and ad agency to create an ad for the client's product; students write</p>

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	<p>slogans for an existing product). <i>TC Paris Goes Green</i> p. 3 (students propose a plan of action to change something in their communities, including why and how the plan will be carried out; students create a cover page and table of contents page for a new magazine; students prepare a chart noting similarities and differences in the features of various magazine articles). <i>TC Tour the World</i> p. 3 (students complete a Venn diagram comparing and contrasting instructions for two games; students design a question-and-answer map game and write instructions for their game). <i>TC Around the World Café</i> p. 3 (students create a dictionary of food terms; students create a menu for a Tastes of the World event). <i>TC Mapman Game</i> p. 3 (students write a game magazine article reviewing the <i>Mapman Game</i>; students design and write an About Us page describing their class for a class website page).</p> <p>The Writing Activities provided on the Teaching Cards include opportunities for students to discuss and reflect upon their writing. <i>TC Almanac 2011 Facts & Stats</i> p. 3 (students work in groups to design and create a trivia game based on the almanac). <i>TC Discover Genghis Khan’s Mongolia</i> p. 3 (students work in groups to create a brochure for a historic place in another country). <i>TC How to Travel the World</i> p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip; students work in groups to write instructions for a favorite activity). <i>TC What on Earth? A Guide to Extreme Sites</i> p. 3 (students work in groups to create a guidebook page about an extreme site). <i>TC Time Zones of the World Watch</i> p. 3 (students work in groups as clients and ad agency to create an ad for the client’s product). <i>TC Paris Goes Green</i> p. 3 (students work in groups to create a cover page and table of contents page for a new magazine). <i>TC Tour the World</i> p. 3 (students work in groups to design a question-and-answer map game and write instructions for their game). <i>TC Around the World Café</i> p. 3 (students work in groups to create a menu for a Tastes of the World event). <i>TC Mapman Game</i> p. 3 (students work in groups to design and write an About Us page describing their class for a class website).</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems;</p>	<p>The <i>Everyday Literacy</i> program is designed to shed critical light on the kinds of texts students will encounter in their daily lives. For that reason, Information Literacy and real-world Connections are essential features of the program. The Teaching Cards suggest activities for shared research and writing projects. <i>TC Almanac 2011 Facts & Stats</i> p. 3 (students work in groups to design and create a trivia game based on the almanac). <i>TC Discover Genghis Khan’s Mongolia</i> p. 3 (students research a historic place in another country in order to create a travel brochure for that place). <i>TC How to Travel the World</i> p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip, including research on their destination using maps, atlases and online resources). <i>TC Paris Goes Green</i> p. 3 (after studying several magazine articles, students prepare a chart</p>

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historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

noting similarities and differences in the features of the articles).
TC *Tour the World* p. 3 (students find and play an online social studies game, then determine if the instructions need any clarification).
TC *Around the World Café* p. 3 (students conduct dictionary and online research as necessary to create a dictionary of food terms).

The Teaching Cards also offer opportunities for students to make Connections between their lives, the information presented in the texts, and other information sources.
TC *Discover Genghis Khan’s Mongolia* p. 3 (students research a historic place in another country in order to create a travel brochure for that place).
TC *How to Travel the World* p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip, including research on their destination using maps, atlases and online resources).
TC *Smart Spy* p. 3 (students compare online and print catalogs).
TC *What on Earth? A Guide to Extreme Sites* p. 3 (students research an extreme site in order to create a guidebook page for that site).
TC *Paris Goes Green* p. 3 (after studying several magazine articles, students prepare a chart noting similarities and differences in the features of the articles).
TC *Tour the World* p. 3 (students complete a Venn diagram comparing and contrasting instructions for two games; students design a question-and-answer map game and write instructions for their game).
TC *Around the World Café* p. 3 (students conduct dictionary and online research as necessary to create a dictionary of food terms).

Every Teaching Cards includes Extension Activities designed to encourage analysis and reflection of the realia texts.
TC *Almanac 2011 Facts & Stats* p. 3 (students work in groups to design and create a trivia game based on the almanac).
TC *Discover Genghis Khan’s Mongolia* p. 3 (students work in groups to create a brochure about a historic place in another country; students evaluate the design elements in this brochure and describe how each element adds or detracts from the overall design).
TC *How to Travel the World* p. 3 (students work in groups to place scrambled directions into the proper sequential order).
TC *Smart Spy* p. 3 (students compare online and print catalogs).
TC *What on Earth? A Guide to Extreme Sites* p. 3 (students discuss an online travel site and explain whether or not they would recommend planning a trip to that place).
TC *Time Zones of the World Watch* p. 3 (students work as clients and ad agency to create an ad for the client’s product).
TC *Paris Goes Green* p. 3 (after studying several magazine articles, students prepare a chart noting similarities and differences in the features of the articles; students create a cover page and a table of contents page with article descriptions for a new magazine).
TC *Tour the World* p. 3 (students work in groups to design a question-and-answer map game and to write instructions for their game).
TC *Around the World Café* p. 3 (students conduct dictionary and online research as necessary to create a dictionary of food terms; students work in pairs to list countries named in the menu and

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	<p>to find those countries on a globe). TC <i>Mapman Game</i> p. 3 (students write a game magazine article reviewing the <i>Mapman Game</i>; students design and write an About Us page describing their class for a class website).</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p>	<p>Each <i>Everyday Literacy</i> Teaching Card includes a Writing Activity requiring students to produce their own everyday text related to the science or social studies theme of that grade level collection. TC <i>Almanac 2011 Facts & Stats</i> p. 3 (students design and create a trivia game based on the almanac; students create two pages for an almanac about an area of interest; students create survey questions to determine class favorites in a particular category). TC <i>Discover Genghis Khan's Mongolia</i> p. 3 (students list questions they would like to ask someone living during the time of Genghis Khan; students create a brochure advertising a historic place in another country; students evaluate the design elements in this brochure). TC <i>How to Travel the World</i> p. 3 (students work in pairs to write a daily itinerary for a two-week overseas trip; students work in groups to write instructions for a favorite activity). TC <i>Smart Spy</i> p. 3 (students browse the catalog and list persuasive language then compare their lists with classmates). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (students create a fact chart about one of the extreme sites; students work in groups to create a guidebook page about an extreme site). TC <i>Time Zones of the World Watch</i> p. 3 (students create a word web for a favorite product; students work as clients and ad agency to create an ad for the client's product; students write slogans for an existing product). TC <i>Paris Goes Green</i> p. 3 (students propose a plan of action to change something in their communities, including why and how the plan will be carried out; students create a cover page and table of contents page for a new magazine; students prepare a chart noting similarities and differences in the features of various magazine articles). TC <i>Tour the World</i> p. 3 (students complete a Venn diagram comparing and contrasting instructions for two games; students design a question-and-answer map game and write instructions for their game). TC <i>Around the World Café</i> p. 3 (students create a dictionary of food terms; students create a menu for a Tastes of the World event). TC <i>Mapman Game</i> p. 3 (students write a game magazine article reviewing the <i>Mapman Game</i>; students design and write an About Us page describing their class for a class website).</p>
<p>Speaking & Listening Comprehension and Collaboration 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by</p>	<p>The <i>Everyday Literacy</i> program is a highly interactive program. Each Teaching Card opens with a "Talk About..." feature engaging students in discussion and conversation about topics related to the realia being introduced. Students make and share connections opening every lesson. Each <i>Everyday Literacy</i> Teaching Card also contains extension activities for students to enjoy independently, with partners, or in small groups. The Teaching Cards include "Cooperative Learning" and "Apply the Learning" activities designed to reinforce the lesson as the students work in pairs or small groups. TC <i>Almanac 2011 Facts & Stats</i> p. 3 (class discussion about the skills statisticians need and whether students would want to be statisticians). TC <i>Discover Genghis Khan's Mongolia</i> p. 3 (class discussion about the role of graphic designer in producing a travel brochure). TC <i>How to Travel the World</i> p. 3 (class discussion about the job of a technical writer and the</p>

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<p>making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>skills needed for the job). TC <i>Smart Spy</i> p. 3 (students discuss the job of catalog designer and which product in the catalog has the best design). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (students discuss the job of travel photographer and whether they would be interested in this career). TC <i>Time Zones of the World Watch</i> p. 3 (students discuss the job of marketing manager and suggest ways a marketing manager could advertise products). TC <i>Paris Goes Green</i> p. 3 (class discussion about the work of a photojournalist and what news story the students would want to tell using photographs). TC <i>Tour the World</i> p. 3 (class discussion about the role of a game designer and how students might change the design of the <i>Tour the World</i> game). TC <i>Around the World Café</i> p. 3 (class discussion about the role of restaurant manager, the training and skills needed, and the day-today tasks involved). TC <i>Mapman Game</i> p. 3 (class discussion about cartographers and how mapmaking has changed with the advent of GPS and GIS).</p> <p>The <i>Everyday Literacy</i> program presents students with a diverse range of text types, such as factbooks, invitations, catalogs, advertisements, menus, internet screens, and charts. As students progress through the <i>Everyday Literacy</i> program, they begin to notice the features of type of text and how the words, design layout and visual elements work together to support and promote each item’s fundamental purpose. “Discuss the Features” instruction leads students through each piece of realia, examining both the text and information presented visually</p> <p>TC <i>Almanac 2011 Facts & Stats</i> p. 2 (class discussion about tables and charts in the almanac and how these features make large amounts of information easier to see and understand). TC <i>Discover Genghis Khan’s Mongolia</i> p. 3 (students evaluate the design elements in this brochure, including text, photos, logo and other visual elements). TC <i>How to Travel the World</i> p. 2 (class discussion about how the numbered steps on the chart make following directions easier). TC <i>Smart Spy</i> p. 2 (class discussion about how catalog photographs catch the reader’s attention, are fun to look at, and help explain unfamiliar products). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 2 (students discuss how maps and photographs provide additional information about the sites in the guidebook). TC <i>Time Zones of the World Watch</i> p. 2 (class discussion about the features of the ad, including the photographs, logo, and ad copy). TC <i>Paris Goes Green</i> p. 2 (class discussion about the features of the article, including photographs and text). TC <i>Tour the World</i> p. 3 (class discussion about the images and text found in the Souvenir Key box). TC <i>Around the World Café</i> p. 2 (class discussion about the cover photos and how they demonstrate that this is an international restaurant). TC <i>Mapman Game</i> p. 2-3 (discussing icons and why it is important to recognize them; students play the online <i>Mapman Game</i>).</p> <p>Each grade-level set of <i>Everyday Literacy</i> materials includes several examples of persuasive</p>
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	<p>writing, such as advertisements and catalogs. The direct instruction engages students in determining the author purpose to have included particular information.</p> <p>TC <i>Discover Genghis Khan's Mongolia</i> p. 2 (class discussion of the language used to make the trip sound exciting, such as “inspire, extraordinary, step back in time”).</p> <p>TC <i>Smart Spy</i> p. 3 (students discuss the job of catalog designer and which product in the catalog has the best design).</p> <p>TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (students evaluate an online travel guide and discuss whether or not they would recommend planning a trip to that place).</p> <p>TC <i>Time Zones of the World Watch</i> p. 2 (discussion of the persuasive language used in the ad copy and the text positioning this product).</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Each <i>Everyday Literacy</i> Teaching Card contains extension activities for students, including both Writing Activities and Cooperative Learning experiences.</p> <p>The <i>Everyday Literacy</i> program consists of the kinds of texts that students will encounter in their daily lives. This emphasis on familiar types of texts encourages students to make connections to their own experience.</p> <p>TC <i>Almanac 2011Facts & Stats</i> p. 3 (class discussion about the skills statisticians need and whether students would want to be statisticians).</p> <p>TC <i>Discover Genghis Khan's Mongolia</i> p. 3 (class discussion about the role graphic designers play in producing travel brochures).</p> <p>TC <i>How to Travel the World</i> p. 3 (students work in groups to place scrambled instructions into sequential order).</p> <p>TC <i>Smart Spy</i> p. 3 (students discuss the job of catalog designer and which product in the catalog has the best design).</p> <p>TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (students evaluate an online travel guide and discuss whether or not they would recommend planning a trip to that place).</p> <p>TC <i>Time Zones of the World Watch</i> p. 3 (students write slogans for an existing product and share their best slogan with the class).</p> <p>TC <i>Paris Goes Green</i> p. 3 (students propose a plan of action to change something in their community, including why and how the plan can be carried out).</p> <p>TC <i>Around the World Café</i> p. 3 (class discussion about the role of restaurant manager, the skills and training needed, and the day-to-day tasks involved).</p> <p>TC <i>Mapman Game</i> p. 3 (class discussion about cartographers and how mapmaking has changed with the advent of GPS and GIS).</p> <p>Students are encouraged to demonstrate their mastery of the material through both oral and written means, including drawings and other visual displays.</p> <p>TC <i>Almanac 2011Facts & Stats</i> p. 3 (students design trivia game based on the almanac, including game board, game pieces, playing cards and instructions).</p> <p>TC <i>Discover Genghis Khan's Mongolia</i> p. 3 (students create an illustrated brochure advertising a historic place in another country).</p> <p>TC <i>How to Travel the World</i> p. 3 (students work in groups to prepare an illustrated chart with instructions for a favorite activity).</p> <p>TC <i>Smart Spy</i> p. 3 (students draw floor plans for store selling spy gear).</p> <p>TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (students work in groups to create an</p>

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	<p>illustrated guidebook page and present the page to the class). TC <i>Time Zones of the World Watch</i> p. 3 (students work as clients and ad agency to create an illustrated ad for the client’s product). TC <i>Tour the World</i> p. 3 (students work in groups to create a question-and-answer game about places on the map, including creating illustrated directions for the game). TC <i>Around the World Café</i> p. 3 (students work in groups to create an illustrated menu for a Tastes of the World event).</p> <p>The Information Literacy activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students’ understanding. TC <i>Almanac 2011 Facts & Stats</i> p. 3 (class discussion about the skills statisticians need and whether students would want to be statisticians). TC <i>Discover Genghis Khan’s Mongolia</i> p. 3 (class discussion about the role graphic designer play in producing travel brochures). TC <i>How to Travel the World</i> p. 3 (class discussion about the job of a technical writer and the skills needed for the job). TC <i>Smart Spy</i> p. 3 (students discuss the job of catalog designer and which product in the catalog has the best design). TC <i>What on Earth? A Guide to Extreme Sites</i> p. 3 (students discuss the job of travel photographer and whether they would find this to be an interesting career). TC <i>Time Zones of the World Watch</i> p. 3 (students discuss the job of marketing manager and suggest ways a marketing manager could advertise products). TC <i>Paris Goes Green</i> p. 3 (class discussion about the work of a photojournalist and what news story the students would want to tell using photographs). TC <i>Tour the World</i> p. 3 (class discussion about the role of a game designer and how students might change the design of the <i>Tour the World</i> game). TC <i>Around the World Café</i> p. 3 (class discussion about the role of restaurant manager, the skills and training needed, and the day-to-day tasks involved). TC <i>Mapman Game</i> p. 3 (class discussion about cartographers and how mapmaking has changed with the advent of GPS and GIS).</p>
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