

English Language Arts

Grade 6

Common Core Standard	AASL Standard(s)	Cranium CoRE Support
CC.6.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Support comes while playing a Cranium CoRE academic game in the defense of answer/discussion portion for speaking, also in the question composition portion for writing textually complex questions.
CC.6.L.1.a Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, possessive).		
CC.6.L.1.b Conventions of Standard English: Use intensive pronouns (e.g., myself, ourselves).		
CC.6.L.1.c Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.*		
CC.6.L.1.d Conventions of Standard English: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		
CC.6.L.1.e Conventions of Standard English: Recognize variations from		

standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*		
CC.6.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Supported by the question writing area of <i>Cranium CoRE</i> .
CC.6.L.2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		
CC.6.L.2.b Conventions of Standard English: Spell correctly.		Supported by the question writing area of <i>Cranium CoRE</i> .
CC.6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		All four of these Language Arts skills are exercised within the <i>Cranium CoRE</i> gaming process, from collaborative intelligence during game play to textual complexity of questions.
CC.6.L.3.a Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
CC.6.L.3.b Knowledge of Language: Maintain consistency in style and tone.*		Supports this by composing textually complex questions in limited space by precise use of words.
CC.6.L.4 Vocabulary Acquisition and Use:		This is supported in the game playing as well as the question composition of

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>		<p>textually complex questions.</p>
<p>CC.6.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>		
<p>CC.6.L.4.a Vocabulary Acquisition and Use: 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.</p>		<p>This is supported in <i>Cranium CoRE</i> by driving the students deeply into the text to defend their answers and reinforcing their vocabulary acquisition.</p>
<p>CC.6.L.4.c Vocabulary Acquisition and Use: 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.</p>		<p>This is supported by the game playing as well as question writing, both which encourage the use of references , i.e. a print or electronic dictionary, on a continual basis.</p>
<p>CC.6.L.4.d Vocabulary Acquisition and Use: 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).</p>		<p>With <i>Cranium CoRE</i> continually driving the students into the text to find and defend their answers supports vocabulary acquisition and use.</p>
<p>CC.6.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances</p>		<p>With <i>Cranium CoRE</i> continually driving the students into the text to find and defend their answers supports vocabulary acquisition and use.</p>

in word meanings.		
CC.6.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.		<i>Cranium CoRE</i> supports this through use of the figures of speech questions it poses. Additionally, students can compose these types of questions to further enhance their understanding.
CC.6.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
CC.6.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).		
CC.6.L.6 Vocabulary Acquisition and Use: 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.		
CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 4.1.2 Read widely and fluently to make connections with own self, the world, and	<i>Cranium CoRE</i> supports this by asking each student to defend their answers using the author's words from the text. It is also supported by the question writing of textually complex questions by the students using <i>Cranium CoRE</i> .

	previous reading.	
CC.6.R.I.2 Key Ideas and Details: 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.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	<i>Cranium CoRE</i> supports this by asking each student to defend their answers using the author's words from the text. It is also supported by the question writing of textually complex questions by the students using <i>Cranium CoRE</i> .
CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.	<i>Cranium CoRE</i> supports this by asking each student to defend their answers using the author's words from the text. It is also supported by the question writing of textually complex questions by the students using <i>Cranium CoRE</i> .
CC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	This is supported within <i>Cranium CoRE</i> whenever words in the questions or words in the text are encountered that are not known, they are defined immediately and discussed when appropriate.
CC.6.R.I.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the		This is supported within <i>Cranium CoRE</i> by driving the students more deeply into the text with thematic, textually complex questions to discuss and defend the answers connecting consistent overall

development of the ideas.		themes when appropriate.
CC.6.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	This supported by the author's purpose questions within the game play of <i>Cranium CoRE</i> as well as the question writing section to teach students how to compose this type of textually complex question.
CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p><i>Cranium CoRE</i> supports this by having the students defend their answers contextually using the author's words.</p> <p>It is standard with <i>Cranium CoRE</i> to read, view and listen to any source chosen by the teacher immediately before academic game play.</p>
CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	<i>Cranium CoRE</i> supports this with discussion and defense of answers using the text. It is equally powerful to discuss why the incorrect answers can not be

<p>evidence from claims that are not.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>defended using the text.</p>
<p>CC.6.R.I.9 Integration of Knowledge and Ideas: 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>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from</p>	<p>Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for Cranium CoRE.</p> <p>Cranium CoRE is well suited for comparing/contrasting, making inferences and gathering meaning. You could take two book titles, one fiction, one non-fiction and do a remarkable job using Cranium CoRE. For example, "Incidents in the Life of a Slave Girl" could be read with "Copper Sun" for a compare/contrast academic game set up for paired, fiction and non-fiction thematic reading.</p> <p>Cranium CoRE question writing encourages self-directed, purpose driven</p>

	<p>information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>communication to demonstrate new understanding in a relevant way.</p>
<p>CC.6.R.I.10 Range of Reading and Level of Text Complexity: 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><i>Cranium CoRE</i> can be used in an interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book “The Polio Hole” and follow this with the book “Phineas Gage.” Both are informational texts. “Phineas Gage” is categorized as an exemplar text.</p>
<p>CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>	<p><i>Cranium CoRE</i> supports this by requiring the students to use the author’s words to defend their answers contextually during game play.</p>
<p>CC.6.R.L.2 Key Ideas and Details: 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>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>	<p><i>Cranium CoRE</i> supports this by using main idea questions throughout. Players are required to use textual detail to defend their answers.</p>

<p>CC.6.R.L.3 Key Ideas and Details: 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>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>This is supported by the way <i>Cranium CoRE</i> questions follow the story, plot, and character development on a chapter by chapter basis.</p>
<p>CC.6.R.L.4 Craft and Structure: 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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Teachers can guide discussion based on not only the text in the book or short story used for the game, but also, the words used within the <i>Cranium CoRE</i> questions themselves.</p>
<p>CC.6.R.L.5 Craft and Structure: 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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>The <i>Cranium CoRE</i> questions are written to follow the flow of the story. <i>Cranium CoRE</i> question writing gives the students an opportunity for autonomy in using their creativity, which is highly motivating.</p>
<p>CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.4.4 Interpret new information based on cultural and social context.</p>	<p><i>Cranium CoRE</i> author's purpose and point of view questions routinely to enhance understanding of the text.</p>
<p>CC.6.R.L.7 Integration of Knowledge and Ideas: 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</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and</p>	<p><i>Cranium CoRE</i> is an open source vehicle to allow the students to use their creative writing skills to compose textually complex questions, i.e., comparing hearing text versus seeing text in a section of a book.</p>

when they listen or watch.	genres.	
<p>CC.6.R.L.9 Integration of Knowledge and Ideas: 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>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for Cranium CoRE.</p> <p>Cranium CoRE is well suited for comparing/contrasting, making inferences and gathering meaning. You could take two book titles, one fiction, one non-fiction and do a remarkable job using Cranium CoRE to compare and contrast them. For example, “Incidents in the Life of a Slave Girl” could be read with “Copper Sun” for a compare/contrast academic game set up for paired reading, fiction and non-fiction thematically.</p> <p>Cranium CoRE question writing encourages self-directed, purpose driven communication to demonstrate new understanding in a relevant way.</p>
<p>CC.6.R.L.10 Range of Reading and Level of Text Complexity: 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>Cranium CoRE</i> can be used in an interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book “The Polio Hole” and follow this with the book “Phineas Gage.” Both are informational texts. “Phineas Gage” is categorized as an exemplar text.</p>
<p>CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and</p>	<p><i>Cranium CoRE</i> uses a discussion based model in teams to establish a collaborative intelligence method within a</p>

<p>one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>	<p>classroom. It can be used one on one with students on a team or in groups of teams. It can be teacher led or student led.</p>
<p>CC.6.SL.1.a Comprehension and Collaboration: 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.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>	<p>The team oriented , thematic discussion framework of <i>Cranium CoRE</i> naturally leads to collaborative intelligence within a classroom.</p> <p>The required contextual defense of answers with critical thinking and deeper understanding comes into play with the game play and even more so with the question writing.</p>
<p>CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p>	<p>The team oriented discussion model of <i>Cranium CoRE</i> not only pulls in the reluctant participants, it gives everyone a</p>

<p>deadlines, and define individual roles as needed.</p>	<p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p>	<p>voice and a potential leadership role in the process.</p>
<p>CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing</p>	<p>The team oriented discussion model of <i>Cranium CoRE</i> not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process.</p>

	opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	
CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	2.4.1 Determine how to act on information (accept, reject, modify). 2.4.2 Reflect on systematic process and assess for completeness of investigation.	<i>Cranium CoRE</i> works well with three (3) elegantly effective steps in both the gaming and writing area: 1) Express idea or write question 2) Analyze/evaluate it and 3) Revise/edit it.
CC.6.SL.2 Comprehension and Collaboration: 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.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. 4.3.2 Recognize that resources are created for a variety of purposes. 4.4.4 Interpret new information based on cultural and social context.	Inference and gathering deeper meaning through complex textual questions are at the heart of the discussion based process of <i>Cranium CoRE</i> .
CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.	<i>Cranium CoRE</i> drives readers, the players, deep into the text to support their thinking and enhances exchange of ideas both orally and in written form using creative autonomy combined with interdependence.

<p>CC.6.SL.4 Presentation of Knowledge and Ideas: 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>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>	<p><i>Cranium CoRE</i> is an open source, blank slate inviting creative use of oral and written skills to discuss, support and defend thoughts related to any text.</p>
<p>CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>	<p><i>Cranium CoRE</i> provides the students a wide, autonomous choice of creative expression in the form of gaming within a social network.</p> <p>This, combined with using mobile devices to interact with others around the globe, uses relevant, authentic medium to be innovative and effective in education.</p>
<p>CC.6.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p><i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model</p>

standards 1 and 3 on page 53 for specific expectations.)		for classrooms.
CC.6.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.		<i>Cranium CoRE's</i> composition of textually complex questions is a natural vehicle for supporting arguments contextually.
CC.6.W.1.a Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.	Finding contextual proof using the author's words is the heart of <i>Cranium CoRE</i> . Authentic, relevant, meaningful discussion and how the themes relate to lives are the soul of <i>Cranium CoRE</i> .
CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite</p>	<p>Collaborative intelligence in the form of teamwork to seek proof of answers using the authors' words is the centerpiece of the <i>Cranium CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with <i>Cranium CoRE</i>.</p>

	challenges.	
CC.6.W.1.c Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	<i>Cranium CoRE's</i> highly engaging, rigorous question writing process in a Web 2.0 social network is authentic, relevant, interdisciplinary and very motivational.
CC.6.W.1.d Text Types and Purposes: Establish and maintain a formal style.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	<i>Cranium CoRE's</i> highly engaging, rigorous question writing process in a Web 2.0 social network is authentic, relevant, interdisciplinary and very motivational.
CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	<i>Cranium CoRE's</i> discussion based, collaborative intelligence model stimulates critical thinking welcoming varying points of view.
CC.6.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		<i>Cranium CoRE's</i> open source, textually complex question writing process provides an alluring way to convey and exchange ideas.

<p>CC.6.W.2.a Text Types and Purposes: 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.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p><i>Cranium CoRE</i> is a well deigned vehicle to engage all students in a creative, inquiry-based process for open discussion in a cross curricular way with the added rigor of supporting ideas with relevant text using the author's words.</p>
<p>CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>	<p>Collaborative intelligence in the form of teamwork to seek proof of answers in the authors' words is the centerpiece of the <i>Cranium CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with <i>Cranium CoRE</i>.</p>
<p>CC.6.W.2.c Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	<p><i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.</p>
<p>CC.6.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	<p><i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.</p>
<p>CC.6.W.2.e Text Types and Purposes:</p>	<p>2.1.6 Use the writing process, media and</p>	<p><i>Cranium CoRE</i> is anchored in writing,</p>

Establish and maintain a formal style.	visual literacy, and technology skills to create products that express new understandings.	speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.
CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.	2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	Everything about <i>Cranium CoRE</i> gaming is pointed toward expressing a conclusion based on supportive evidence, whether the source is fictional or informational text.
CC.6.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
CC.6.W.3.a Text Types and Purposes: 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.		<i>Cranium CoRE</i> does use contextual evidence for both sequencing questions as well as point of view questions from both the author's perspective and/or the characters from the text.
CC.6.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
CC.6.W.3.c Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal		

shifts from one time frame or setting to another.		
CC.6.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
CC.6.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.	2.3.3 Use valid information and reasoned conclusions to make ethical decisions.	<i>Cranium CoRE</i> uses “what can the reader conclude” type questions to stimulate this concept as well as stimulate discussion.
CC.6.W.4 Production and Distribution of Writing: 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.)	3.3.4 Create products that apply to authentic, real-world contexts.	<i>Cranium CoRE</i> is a motivating way to immediately publish on the Internet textually complex, educational gaming questions within a Web 2.0 social network.
CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3up to and including grade 6 on page53.)	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and</p>	<i>Cranium CoRE</i> is perfect for this type of collaborative intelligence effort to compose textually complex educational gaming questions on a Web 2.0 social network.

	<p>ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>	
<p>CC.6.W.6 Production and Distribution of Writing: 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>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p><i>Cranium CoRE</i> uses Web 2.0 gaming in a social network to immediately publish textually complex questions in an open source environment for any text available in paper form or electronically.</p>
<p>CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in</p>	<p><i>Cranium CoRE</i> allows for the creative use of technology in an inquiry-based effort to exchange knowledge about any curricular area by developing and refining a wide range of textually complex questions.</p>

	<p>the selection of resources and information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p>	
<p>CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>	<p><i>Cranium CoRE</i> encourages the gathering of data from any source and then using creative autonomy to help enhance knowledge as well as promote discussion with others in a stimulating social network for writing.</p>
<p>CC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered</p>	<p>Use <i>Cranium CoRE</i> to evaluate the information for any text, present it in a print and/or audio format, then use creative writing skills to drive deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author’s purpose, sequencing, etc.).</p>

	<p>from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	
<p>CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Play <i>Cranium CoRE</i> games using higher order, textually complex questions to gather meaning, identify main thematic ideas.</p> <p>Use creative writing skills to drive deep into any text by developing textually complex questions.</p> <p>Use <i>Cranium CoRE</i> to evaluate informational text, whether presented in a print and/or audio format, then use creative writing skills to drive deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author’s purpose, sequencing, etc.) to evaluate the arguments.</p>
<p>CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>3.1.1 Conclude an inquiry-based research</p>	<p>Play <i>Cranium CoRE</i> games using higher order, textually complex questions to gather meaning, identify main thematic ideas.</p> <p>Use creative writing skills to drive deep into any text by developing textually complex questions.</p>

	process by sharing new understandings and reflecting on the learning.	
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