

**Common Core: College and Career Readiness Anchor Standards for Writing - Grades 6-12**

Title:	<b>Personal Finance for Teens</b>		
ISBN:	978-1-934422-64-9		
<b>Standard #</b>	<b>Text Correlation</b>	<b>Correlation Narrative</b>	<b>Standard</b>
<b>Text Types and Purposes</b>			
1	CHs 1-19: Right It: Communicate effectively through writing	Students will formulate and write a response to a prompt using text material and research as supportive evidence.	<i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i>
2	CHs 1-19: Right It: Communicate effectively through writing	While responding to writing prompts, students will address specific questions or topics presented in the text or based on research.	<i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>
3	CHs 1-19: Right It: Communicate effectively through writing	Students will reflect on how they would plan and execute their financial plan based on life events, circumstances and career choices.	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i>

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<b>Production and Distribution of Writing</b>			
4	CHs 1-19: Right It: Communicate effectively through writing	The Right It activities provide students with the opportunity to write about what they have learned and apply the concepts to their own situation. Additional assessment in the Create It and Tech It sections require students to write for different audiences.	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
5	CHs 1-19: Right It: Communicate effectively through writing	Students will plan, write, edit, and revise assessments before submitting.	<i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>
6	CHs 1-19: Right It: Communicate effectively through writing. Examples: Tech It CH 1: Time Capsule CH 5: Resume Template CH 14: Complaint letter	Students will use word processing software and the Internet to complete writing assignments and communicate with others.	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>

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<b>Research to Build and Present Knowledge</b>			
7	CHs 1-19: Right It: Communicate effectively through writing CH 5: Resume; CH 14: Complaint letter; CH 11: Brochure	Students are required to conduct research, and based on a set of questions or prompt, produce a writing piece. Examples: Reflective and informational writing prompts, business letter and marketing brochures.	<i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>
8	CHs 1-19: Right It: Communicate effectively through writing	Students will conduct research from multiple sources and assess the credibility of those sources while avoiding plagiarism. Assessments require varied formats of information such as reflective writing, college search presentation, business letters, brochure, and a personal note.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	CHs 1-19: Right It: Communicate effectively through writing	Students are required to apply content to a variety of writing prompts in end-of-chapter assessments	<i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>
<b>Range of Writing</b>			
10	CHs 1-19: Right It: Communicate effectively through writing	Each chapter requires at least one writing assignment with varying types of prompts, time frames, and a range of goals and audiences.	<i>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 tasks, purposes, and audiences.</i>