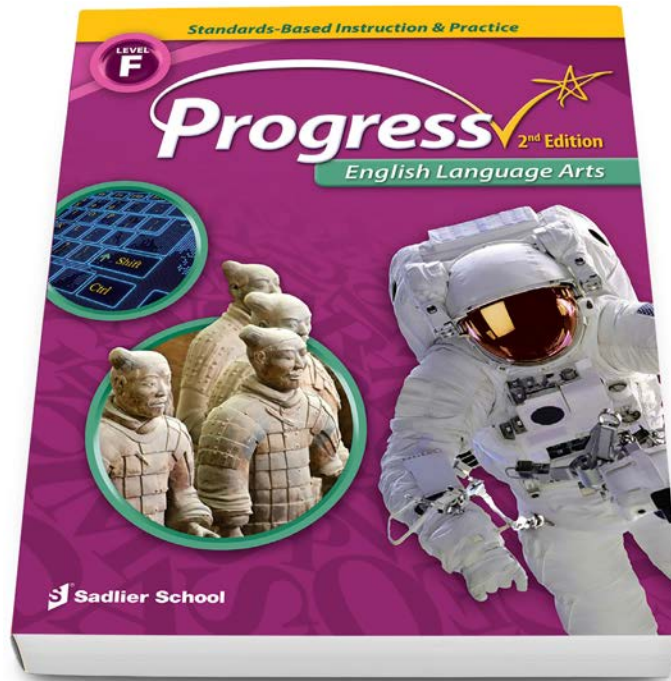


Progress

English Language Arts 2nd Edition

Correlation to the 2021 Alabama Course of Study:
English Language Arts

Grade 6



Recurring Standards

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Grade 6 Content Standards

Critical Literacy.....	6
Digital Literacy.....	15
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Vocabulary Literacy.....	30

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Grades 6–8 Recurring Standards

RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

Students will:

RECEPTION

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

STUDENT EDITION/TEACHER’S EDITION

Connect Across Texts

- Compare and Contrast Texts (class discussion)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188
- Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, TE p. 37; Chapter 2, TE p. 69; Chapter 3, TE p. 101; Chapter 4, TE p. 133; Chapter 5, TE p. 157; Chapter 6, TE p. 189

Speaking and Listening

- Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 1, p. 204; Chapter 2, p. 218; Chapter 3, p. 232; Chapter 4, p. 246; Chapter 5, p. 260; Chapter 6, p. 260
- Good Speaker/Good Listener Checklist – Did I:
 - Listen carefully to others and answer questions?/Follow agreed-upon rules for discussion?—p. 204

TEACHER’S EDITION

Peer Collaboration

- Chapter 3, TE p. 97; Chapter 4, TE p. 129; Chapter 6, TE pp. 169, 177; Chapter 7, TE p. 202; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 245; Chapter 11, TE pp. 255, 259

Discussion Skills

- Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260

Turn and Talk

- Chapter 1, TE p. 17; Chapter 3, TE p. 89; Chapter 6, TE p. 185

DIGITAL RESOURCES

Writing Handbook

- Instruction & Practice
 - Step 3: Revising
 - Revising Together (work with a partner)—p. 6
- Instruction & Practice Lesson Plans
 - Step 1: Planning
 - Brainstorming (work with a partner/small group)—pp. 1 and 2
 - Assignment: Planning (work in pairs or small groups)—pp. 3 and 4
 - Step 3: Revising
 - Peer Review—pp. 5 and 6
 - Peer Collaboration—pp. 7 and 8

RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>RECEPTION</p> <p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Context Clues—p. 38 <p>TEACHER’S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (context clues)—TE pp. 12, 14, 16 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Context clues—TE pp. 21, 38, 102 <p>Guided Practice</p> <ul style="list-style-type: none"> Use context clues—TE pp. 16, 134 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Home Connect Activity: Find Context Clues (graphic organizer)
<p>EXPRESSION</p> <p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p>TEACHER’S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> Chapter 1 Examining Poetry—TE p. 15 Chapter 2 Viewing Videos Online—TE p. 47 Chapter 3 Online Research—TE p. 79 Chapter 4 Using Online Tools—TE p. 111 Chapter 5 Video Clips—TE p. 143 Chapter 6 Primary Debate—TE p. 167 Chapter 7 Publishing Online—TE p. 206 Chapter 8 Using Multimedia Features—TE p. 220 Chapter 9 Class Blog—TE p. 234 Chapter 10 Promoting Through Social Media—TE p. 248 Chapter 11 Publishing Online (use digital tools)—TE p. 262 <p>Extend Thinking</p> <ul style="list-style-type: none"> Formulate (use the Internet for research)—TE p. 91 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Use the Internet—TE p. 213 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Use print or digital dictionaries—TE p. 253 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 2: Drafting <ul style="list-style-type: none"> Use a computer (copy, cut, and paste text)—p. 5 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> ○ Step 3: Revising—p. 6 <ul style="list-style-type: none"> ○ Revising Together (email drafts)—p. 6 ○ Step 4: Editing—pp. 8, 10 <ul style="list-style-type: none"> ○ Using Spelling and Grammar Checkers ○ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ○ Online Publishing and Digital Slide Presentations—p. 11 ○ Digital Connection—p. 12 ● Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> ○ Digital Integration (download online documents/use text-marking tools to take notes in digital documents) ○ Step 2: Drafting—pp. 5 and 6 <ul style="list-style-type: none"> ○ Digital Integration (use a word processing program) ○ Step 4: Editing—pp. 9 and 10 <ul style="list-style-type: none"> ○ Digital Integration (use a spellchecker when working on a computer) ○ Step 5: Producing, Publishing, and Presenting—pp. 11 and 12 <ul style="list-style-type: none"> ○ Publishing Formats (online publishing) ○ Speaking and Listening Presentation <ul style="list-style-type: none"> • 2. Use multimedia equipment ○ Assignment: Digital Presentation (digital format)
<p>EXPRESSION</p> <p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>TEACHER'S EDITION</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> ● Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251 <p>Create: Organizational Structure Brainstorming, Planning, Drafting</p> <ul style="list-style-type: none"> ● Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 241; Chapter 11, TE p. 256 <p>Introduce the Writing Process</p> <ul style="list-style-type: none"> ● Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 241; Chapter 11, TE p. 256 <p>Writing Process Summary Planning, Drafting, Rubrics</p> <ul style="list-style-type: none"> ● Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <p>DIGITAL RESOURCE</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> ● Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ○ Step 1: Planning ○ Step 2: Drafting ○ Step 3: Revising ○ Step 4: Editing ○ Step 5: Producing, Publishing, and Presenting

RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>EXPRESSION</p> <p>R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>EXPRESSION</p> <p>R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Use formal English when appropriate?—p. 204 <p>Language</p> <ul style="list-style-type: none"> • Variations of English (standard/nonstandard)—pp. 214–215 <p>TEACHER’S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Develop a Logical Argument (use language appropriate for class discussions)—TE p. 27 • Construct (use language appropriate for class discussions)—TE p. 51 • Investigate (use language appropriate for class discussions)—TE p. 115 • Form Opinions (explain thinking/use language appropriate for class discussions)—TE p. 171 • Critique (use language appropriate for class discussions)—TE p. 179 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Chapter 7 (use appropriate English/formal style and tone in presentations to the class)—TE pp. 204, 232 <p>DIGITAL RESOURCES</p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate) <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Variations of English (standard/nonstandard) • Additional Practice <ul style="list-style-type: none"> ◦ Variations of English (standard/nonstandard) • Instructional Videos <ul style="list-style-type: none"> ◦ Variations of English (standard/nonstandard)

CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>Process and employ information for a variety of academic, occupational, and personal purposes.</p>	
<p>RECEPTION READING</p> <ol style="list-style-type: none"> 1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 • Determining Central Idea and Details: “The History of the Automobile” (Explanatory Text)—pp. 52–59 • Analyzing the Development of Key Ideas: “Growing GM Plants” (Technical Text/Procedural)—pp. 60–67 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 • Analyzing Text Structure: From “The Iliad,” Retold by Alfred Church (Epic)—pp. 84–91 • Explaining Point of View: “The Three Questions” (Ancient Folk Tale from Ceylon)—pp. 92–99 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: “What Are Earth’s Systems?” (Technical Science Article)—pp. 108–115 • Analyzing Text Structure: “Flash Floods!” (Scientific Text)—pp. 116–123 • Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–131 <p>Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations—p. 102 • Word Relationships—p. 158 <p>TEACHER’S EDITION</p> <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Figurative language—p. 77 <p>Genre</p> <ul style="list-style-type: none"> • Poem (figurative language)—p. 148 • Evidence-Based Essays (include anecdotes)—p. 224 • Opinion Piece (back up claims with anecdotes)—p. 238 <p>Review</p> <ul style="list-style-type: none"> • Chapter 9 Analyzing Word Choice—TE p. 226 • Chapter 10 Analyzing Text Structure—TE p. 240
<p>RECEPTION READING</p> <ol style="list-style-type: none"> 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. 	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Cochineal and Fabric Dyeing” (Magazine Article)—pp. 44–51 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: “Flash Floods!” (Scientific Text)—pp. 116–123 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—pp. 68, 132, 188 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “The Real Me” (Personal Essay) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Radio in the Early Twentieth Century” (Explanatory Text) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Alan Turing: Codebreaker” (Biography/Historical Nonfiction) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Inferences (graphic organizer) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Drop by Drop” (Website) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “From Chicago to Cloud Forests” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Comparing Ecosystems: Tropical Rainforest vs. Tundra” (Explanatory Text) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect On the Go: Developing the Author’s Ideas (graphic organizer)
<p>RECEPTION READING</p> <p>3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27 • Describing Plot: “The Man Who Loved to Laugh: A Retelling of an African Folktale” (Drama)—pp. 28–35 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <p style="text-align: right;"><i>continued</i></p>

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CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 148–155 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts (main characters, setting, theme)—p. 100 <p>TEACHER’S EDITION</p> <p>Support English Language Learners</p> <ul style="list-style-type: none"> Figurative language—p. 77 <p>Review</p> <ul style="list-style-type: none"> Chapter 7 Describing Plot—TE p. 198 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 1 Determining Theme Chapter 1 Describing Plot Additional Practice <ul style="list-style-type: none"> Chapter 1 Determining Theme: “The Hawk and the Hokioi” (Maori Fable from New Zealand) Chapter 1 Describing Plot: “Loki and the Golden Wig” (Scandinavian Myth) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 1 Determining Theme: “Penelope the Weaver” (Greek Myth) Chapter 1 Describing Plot: “Min Sun’s Simple Clothes” (Drama) Close Reading Practice <ul style="list-style-type: none"> Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth), pp. 1–5 Chapter 1 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 1 Home Connect Chapter 1 Home Connect Conversation Starter: Beginning, Middle, End/Character Changes (graphic organizer) Chapter 1 Home Connect Activity: Title, Theme, and Summary (graphic organizer)
<p>RECEPTION READING</p> <p>4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 Chapter 3 Review: “Paris and Menelaus” (Epic)/“Hector and Andromache” (Epic)—pp. 103–104 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (choose certain words to set the tone/mood/feeling)—p. 76 Cite Evidence (simile/tone/mood)—p. 77 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence (figures of speech)—p. 80 • Cite Evidence (personification)—p. 110 <p>Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations (similes, metaphors, personification)—p. 102 <p>TEACHER’S EDITION</p> <p>Listening and Viewing Skills</p> <ul style="list-style-type: none"> • Discuss the mood these words create—p. 77 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Word Choice ◦ Language: Figures of Speech/Connotations • Additional Practice <ul style="list-style-type: none"> ◦ Analyzing Word Choice: “Connected to the Past” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Word Choice: “Memories of My School Days in Sumer” (Memoir) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing Word Choice • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “The Horse of Wood (Retold by Alfred Church, from the <i>Aeneid</i> by Virgil)” (Epic), pp. 1-5 ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Word Choices: Vivid, Descriptive, Connotations (graphic organizer)
<p>RECEPTION LISTENING</p> <p>5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.</p>	<p>TEACHER’S EDITION</p> <p>Listening and Viewing Skills</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Listening Tips (listen to an oral presentation)—p. 12 <ul style="list-style-type: none"> • Pay attention to the presenter and focus your mind on the ideas. • Make connections between what you hear and what you already know. • Take notes. Include questions you want to ask or points you wish to make. <p style="text-align: right;"><i>continued</i></p>

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CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Save your questions until the speaker requests them. Make your question brief and direct. Listen carefully to the answer. <p><i>See related content</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Central Idea and Details: “The History of the Automobile” (Explanatory Text)—pp. 52–59 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing the Development of Key Ideas: “Growing GM Plants” (Technical Text/Procedural)—pp. 60–67 • Explaining Point of View: “The Three Questions” (Ancient Folk Tale from Ceylon)—pp. 92–99 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: “What Are Earth’s Systems?” (Technical Science Article)—pp. 108–115 • Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–131 <p>Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations (similes, metaphors, personification)—p. 102
<p>RECEPTION LISTENING</p> <p>6. Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p><u>TEACHER’S EDITION</u> Listening and Viewing Skills</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 2 Viewing Videos Online—TE p. 47 • Chapter 5 Video Clips (performances of literary works)—TE p. 143 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Listening Tips (listen to an oral presentation)—p. 12 <ul style="list-style-type: none"> • Pay attention to the presenter and focus your mind on the ideas. <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Make connections between what you hear and what you already know. • Take notes. Include questions you want to ask or points you wish to make. <p><i>See related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (choose certain words to set the tone/mood/feeling)—p. 76 • Cite Evidence (simile/tone/mood)—p. 77 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence (figures of speech)—p. 80 • Cite Evidence (personification)—p. 110 <p>Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations (similes, metaphors, personification)—p. 102
<p>EXPRESSION WRITING</p> <p>7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p>	
<p>a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 193-195 • Analyze a student model then outline and write a fictional narrative—pp. 196-199 • Assignment: Final draft—p. 206 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 <p>DIGITAL RESOURCES</p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Additional Practice <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Instructional Videos <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Parent Resources <ul style="list-style-type: none"> ○ Chapter 7 Home Connect ○ Chapter 7 Home Connect On the Go: Prewriting Chart (graphic organizer)

CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.</p>	<p style="text-align: center;">INFORMATIVE/EXPLANATORY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207–209 • Analyze a student model then outline and write an informative/explanatory first draft—pp. 210–213 • Assignment: Final draft—p. 220 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 209A • Genre: Informative/Explanatory Text—TE p. 210 <p>DIGITAL RESOURCES Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Writing Informative/Explanatory Text • Additional Practice <ul style="list-style-type: none"> ○ Writing Informative/Explanatory Text • Instructional Videos <ul style="list-style-type: none"> ○ Writing Informative/Explanatory Text • Parent Resources <ul style="list-style-type: none"> ○ Chapter 8 Home Connect ○ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer) <p style="text-align: center;">EVIDENCE-BASED ESSAYS</p> <p>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221–223 • Analyze a student model then outline and write an informative/explanatory first draft—pp. 224–227 • Assignment: Final draft—p. 234 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 223A • Genre: Evidence-Based Essays—TE p. 224 <p>DIGITAL RESOURCES Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Writing Evidence-Based Essays • Additional Practice <ul style="list-style-type: none"> ○ Writing Evidence-Based Essays • Instructional Videos <ul style="list-style-type: none"> ○ Writing Evidence-Based Essays • Parent Resources <ul style="list-style-type: none"> ○ Chapter 9 Home Connect ○ Chapter 9 Home Connect Conversation Starter: Main Idea and Details (graphic organizer)

CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 235–237 Analyze a student model then outline and draft an opinion piece—pp. 238–241 Assignment: Final draft—p. 248 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 237A Genre: Opinion Piece—TE p. 238 <p>DIGITAL RESOURCES Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Writing Opinion Pieces Additional Practice <ul style="list-style-type: none"> Writing Opinion Pieces Instructional Videos <ul style="list-style-type: none"> Writing Opinion Pieces Parent Resources <ul style="list-style-type: none"> Chapter 10 Home Connect Chapter 10 Home Connect Conversation Starter: Opinion and Reasons (graphic organizer) <p><i>See related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 172–179 <p>TEACHER’S EDITION Extend Thinking</p> <ul style="list-style-type: none"> Form Opinions—TE p. 19 Develop a Logical Argument—TE p. 27 Critical Response—TE p. 68 Critique (critique a short story)—TE p. 147 Form Opinions (write brief essay)—TE p. 156 Form Opinions (explain thinking/use appropriate language)—TE p. 171 Critique (critique the speech)—TE p. 179 Critical Response (compare Lincoln’s speeches to modern speeches)—TE p. 188
<p>EXPRESSION SPEAKING</p> <p>8. Participate in collaborative discussions using information from a source.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 1, p. 36; Chapter 3, p. 100 Support a Claim (be prepared to discuss your ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132; Chapter 5, p. 156 <p><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussions)—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 <p>TEACHER’S EDITION</p> <p>Turn and Talk</p> <ul style="list-style-type: none"> • Chapter 1 Turn and Talk, TE p. 17; Chapter 3 Turn and Talk, TE p. 89; Chapter 6 Turn and Talk, TE p. 185 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 <p>Numbered Heads Together</p> <ul style="list-style-type: none"> • Chapter 1, p. 33; Chapter 2, p. 65 <p>Team Jigsaw</p> <ul style="list-style-type: none"> • Chapter 2, p. 49; Chapter 4, p. 121 <p>Writearound</p> <ul style="list-style-type: none"> • Chapter 3, p. 81; Chapter 4, p. 113; Chapter 5, p. 145 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Chapter 3, p. 97; Chapter 4, p. 129; Chapter 6, p. 169; Chapter 6, p. 177; Chapter 7, p. 202; Chapter 8, p. 217; Chapter 9, p. 231; Chapter 10, p. 245; Chapter 11, p. 255; Chapter 11, p. 259
<p>EXPRESSION SPEAKING</p> <p>9. Participate in collaborative discussions about literary devices and elements found in prose and poetry.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (small group/class discussion)—Chapter 3, p. 101; Chapter 5, p. 157 <p>TEACHER’S EDITION</p> <p>Numbered Heads Together</p> <ul style="list-style-type: none"> • Chapter 1, p. 33; Chapter 2, p. 65

DIGITAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically</p>	
<p>RECEPTION READING</p> <p>10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p> <p><i>Examples: online academic journals, social media, blogs, podcasts</i></p>	<p>TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 1 Examining Poetry—TE p. 15 • Chapter 2 Viewing Videos Online—TE p. 47 • Chapter 3 Online Research (research fairy tales and fables)—TE p. 79 • Chapter 4 Using Online Tools (NOAA website)—TE p. 111 • Chapter 5 Video Clips (performances of literary works/Shakespearean play)—TE p. 143 • Chapter 6 Primary Debate Videos—TE p. 167 • Chapter 9 Class Blog—TE p. 234 • Chapter 10 Promoting Through Social Media—TE p. 248 <p>DIGITAL RESOURCES</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Reading Selections • Additional Practice <ul style="list-style-type: none"> ◦ Additional Reading Selections • Instructional Videos • Close Reading Practice • Fluency Practice • Parent Resources • Student Resources
<p>RECEPTION READING</p> <p>11. Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 12–13, 20–21, 28–29, 44–45, 52–53, 60–61, 76–77, 84–85, 92–93, 108–109, 116–117, 124–125, 140–141, 148–149, 164–165, 172–173, 180–181 • Check Comprehension—pp. 13, 21, 29, 45, 53, 61, 77, 85, 93, 109, 117, 125, 141, 149, 165, 173, 181 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 14, 22, 30, 46, 54, 62, 78, 86, 94, 110, 118, 126, 142, 150, 166, 174, 182 • Check Comprehension—pp. 15, 23, 31, 47, 55, 63, 79, 87, 95, 111, 119, 127, 143, 151, 167, 175, 183 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 16, 24, 32, 48, 56, 64, 80, 88, 96, 112, 120, 128, 144, 152, 168, 176, 184 • Check Comprehension—pp. 17, 25, 33, 49, 57, 65, 81, 89, 97, 113, 121, 129, 145, 153, 169, 177, 185 <p style="text-align: right;"><i>continued</i></p>

DIGITAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188 • Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>TEACHER'S EDITION</p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension—TE pp. 19, 27, 35, 51, 59, 67, 83, 91, 99, 115, 123, 131, 147, 155, 171, 179, 187 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listeners should listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Group members should ask questions and brainstorm ideas—Chapter 4, TE p. 121; Chapter 5, TE p. 145 <p>DIGITAL RESOURCES</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Reading Selections • Additional Practice <ul style="list-style-type: none"> ◦ Additional Reading Selections <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ◦ Ask questions and respond to others' questions and comments
<p>RECEPTION LISTENING</p> <p>12. Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Introduction <ul style="list-style-type: none"> ◦ Progress Check: Can I? Support the opinion with relevant evidence using credible sources—p. 235 • Read a Student Model <ul style="list-style-type: none"> ◦ Credible Sources (base reasons on evidence from reliable and trusted online sources)—p. 239 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Introduction <ul style="list-style-type: none"> ◦ Cite your sources, so that your reader knows your information is reliable—p. 249 • Home Connect <ul style="list-style-type: none"> ◦ Discuss what makes an online source reliable—p. 250 <p style="text-align: right;"><i>continued</i></p>

DIGITAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Read a Student Model <ul style="list-style-type: none"> ◦ Sources (citing print and online sources shows the reader that the information presented is both credible and reliable)—p. 254 <p>TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 1 Examining Poetry—TE p. 15 • Chapter 2 Viewing Videos Online—TE p. 47 • Chapter 3 Online Research (research fairy tales and fables)—TE p. 79 • Chapter 4 Using Online Tools (NOAA website)—TE p. 111 • Chapter 5 Video Clips (performances of literary works/ Shakespearean play)—TE p. 143 • Chapter 6 Primary Debate Videos—TE p. 167 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (make sure sources are reliable, accurate, and credible)—p. 4 <ul style="list-style-type: none"> • How to Search • How to Judge
<p>EXPRESSION WRITING</p> <p>13. Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion.</p> <p><i>Examples: social media posts, blog posts, podcast episodes, infographics</i></p>	<p>TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 2 Viewing Videos Online—TE p. 47 • Chapter 3 Online Research (research fairy tales and fables)—TE p. 79 • Chapter 4 Using Online Tools (NOAA website)—TE p. 111 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Planning and Research <ul style="list-style-type: none"> • Find supporting evidence (reliable websites) ◦ Researching Your Topic (print and online) ◦ Step 3: Revising <ul style="list-style-type: none"> ◦ Using a computer—p. 6 ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Using a spelling and grammar checker—p. 8 ◦ Using Spelling and Grammar Checkers—p. 10 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration—pp. 3 and 4 ◦ Step 2: Drafting <ul style="list-style-type: none"> ◦ Digital Integration (use a word processing program)—pp. 5 and 6 ◦ Step 3: Revising <ul style="list-style-type: none"> ◦ Peer Review (web-based videoconferencing/email/text messaging)—pp. 5 and 6 <p style="text-align: right;"><i>continued</i></p>

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DIGITAL LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> ○ Step 4: Editing <ul style="list-style-type: none"> ○ Digital Integration (online editing and proofreading sites)—pp. 9 and 10
<p>EXPRESSION SPEAKING</p> <p>14. Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose.</p> <p><i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video</i></p>	<p>TEACHER'S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Use multimedia or visual elements to support points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 4 Investigate and Assess (create a multimedia class presentation)—TE p. 132 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 8 Using Multimedia Features (images, videos, audio, interactive whiteboard, tablet, computer)—TE p. 220 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practic <ul style="list-style-type: none"> ○ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ○ Online Publishing and Digital Slide Presentations—p. 11 ○ Digital Connection (use colorful graphics)—p. 12 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Step 5: Producing, Publishing, and Presenting—pp. 11 and 12 <ul style="list-style-type: none"> ○ Speaking and Listening Presentation <ul style="list-style-type: none"> • 1. Rehearse beforehand using your multimedia. • 2. Know your material well and have a backup plan in case your multimedia equipment does not work properly.

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</p>	
<p>RECEPTION READING</p> <p>15. Identify the conventions of standard English grammar and usage in published texts.</p>	
<p>a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Pronoun Number and Person (subject-verb agreement/ indefinite pronouns)—pp. 228–229 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Punctuation of Nonrestrictive/Parenthetical Elements—pp. 244–245 • Restrictive and Nonrestrictive Elements—pp. 257–258 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronoun Number and Person • Additional Practice <ul style="list-style-type: none"> ○ Pronoun Number and Person • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun Number and Person <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Punctuation of Nonrestrictive/Parenthetical Elements • Additional Practice <ul style="list-style-type: none"> ○ Punctuation of Nonrestrictive/Parenthetical Elements • Instructional Videos <ul style="list-style-type: none"> ○ Punctuation of Nonrestrictive/Parenthetical Elements <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Restrictive and Nonrestrictive Elements • Additional Practice <ul style="list-style-type: none"> ○ Restrictive and Nonrestrictive Elements • Instructional Videos <ul style="list-style-type: none"> ○ Restrictive and Nonrestrictive Elements
<p>b. Evaluate pronoun usage for number and case. <i>Examples: subjective, objective, possessive</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Case of Pronouns—pp. 200–202 • Pronoun Number and Person—pp. 228–229 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Case of Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Case of Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Case of Pronouns <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronoun Number and Person <p style="text-align: right;"><i>continued</i></p>

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Pronoun Number and Person • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun Number and Person
	<p><u>DIGITAL RESOURCES</u></p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Case of Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Case of Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Case of Pronouns <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronoun Number and Person • Additional Practice <ul style="list-style-type: none"> ○ Pronoun Number and Person • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun Number and Person
<p>c. Identify common errors in pronoun usage. <i>Examples: person, number, ambiguous antecedents</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Pronoun Number and Person (inappropriate shifts in pronoun number and person)—pp. 228–229 • Vague Pronouns (unclear or ambiguous antecedents)—pp. 230–231 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronoun Number and Person ○ Language: Vague Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Pronoun Number and Person ○ Vague Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun Number and Person ○ Vague Pronouns

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>RECEPTION READING</p> <p>16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.</p>	
<p>a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.</p> <p><i>Examples: poetry, informational texts, narratives</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Punctuation of Nonrestrictive/Parenthetical Elements (commas, dashes, parentheses)—pp. 244–245 <p>DIGITAL RESOURCES Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Punctuation of Nonrestrictive/Parenthetical Elements Additional Practice <ul style="list-style-type: none"> Punctuation of Nonrestrictive/Parenthetical Elements Instructional Videos <ul style="list-style-type: none"> Punctuation of Nonrestrictive/Parenthetical Elements
<p>RECEPTION LISTENING</p> <p>17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Analyzing Text Structure: From "The Iliad," Retold by Alfred Church (Epic)—pp. 84–91 Explaining Point of View: "The Three Questions" (Ancient Folk Tale from Ceylon)—pp. 92–107 Connect Across Texts <ul style="list-style-type: none"> Compare and Contrast Texts (discuss ideas with the class)—Chapter 3, p. 100 Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 3, p. 101 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Analyzing Text Structure: "Flash Floods!" (Scientific Text)—pp. 116–123 Determining Author's Point of View or Purpose: "Can Anything Stop the Great Pacific Garbage Patch?" (Opinion Piece)—pp. 124–139 Connect Across Texts <ul style="list-style-type: none"> Support a Claim (discuss ideas with the class)—Chapter 4, p. 132 Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 4, p. 133 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>TEACHER'S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Review</p> <ul style="list-style-type: none"> Chapter 8 Analyzing the Development of Key Ideas—TE p. 212 Chapter 10 Analyzing Text Structure—TE p. 240
<p>RECEPTION LISTENING</p> <p>18. Identify a speaker's correct usage of language, including subject-verb agreement and pronouns.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Case of Pronouns—pp. 200–202 Intensive Pronouns—p. 203 Variations of English—p. 214 Conventions of English—p. 216 Pronoun Number and Person—pp. 228–229 Vague Pronouns—pp. 230–231 Punctuation of Nonrestrictive/Paranthenetical Elements—pp. 244–245 Restrictive and Nonrestrictive Elements—pp. 257–258 <p>TEACHER'S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Review</p> <ul style="list-style-type: none"> Chapter 7 Describing Plot—TE p. 198 Chapter 8 Analyzing the Development of Key Ideas—TE p. 212 Chapter 9 Analyzing Word Choice—TE p. 226 Chapter 10 Analyzing Text Structure—TE p. 240 Chapter 11 Comparing and Contrasting Versions—TE p. 254
<p>EXPRESSION WRITING</p> <p>19. Demonstrate command of standard English grammar, usage, and mechanics when writing.</p>	
<p>a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Punctuation of Nonrestrictive/Paranthenetical Elements (commas, dashes, parentheses)—pp. 244–245 <p>DIGITAL RESOURCES</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Punctuation of Nonrestrictive/Paranthenetical Elements Additional Practice <ul style="list-style-type: none"> Punctuation of Nonrestrictive/Paranthenetical Elements Instructional Videos <ul style="list-style-type: none"> Punctuation of Nonrestrictive/Paranthenetical Elements

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p>	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practic <ul style="list-style-type: none"> ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Editing Checklist—p. 8 <ul style="list-style-type: none"> • Each sentence begins with a capital letter and ends with the correct punctuation mark. • Quotation marks and other punctuation marks are used correctly; no marks are missing. • Commas correctly set off parenthetical items from the rest of a sentence. • The title and all proper nouns are capitalized. • All paragraphs are indented. • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 7 and 8 <ul style="list-style-type: none"> ◦ Editing Tips <ul style="list-style-type: none"> • Read the draft four times, each time focusing on a different convention in the Editing Checklist: sentences, grammar, mechanics, and spelling.
<p>c. Compose and revise writing by using various pronouns and their antecedents correctly.</p> <p><i>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Case of Pronouns—pp. 200–202 • Intensive Pronouns—p. 203 • Pronoun Number and Person—pp. 228–229 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practic <ul style="list-style-type: none"> ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Editing Checklist—p. 8 <ul style="list-style-type: none"> • All pronouns match the number and case of the nouns they replace. • All pronouns have clear antecedents. • Intensive pronouns have been used correctly. • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 11 and 12 <ul style="list-style-type: none"> ◦ Speaking and Listening Presentation <ul style="list-style-type: none"> • 1. Rehearse beforehand using your multimedia. • 2. Know your material well and have a backup plan in case your multimedia equipment malfunctions.
<p>EXPRESSION SPEAKING</p> <p>20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Consistency in Style and Tone—p. 243 <p><u>TEACHER’S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> • Maintain a formal style and tone in presentations—TE p. 232 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Different tone and different styles—TE p. 243 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Consistency in Style and Tone • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Consistency in Style and Tone • Instructional Videos <ul style="list-style-type: none"> ○ Consistency in Style and Tone <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Consistency in Style and Tone • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Consistency in Style and Tone • Instructional Videos <ul style="list-style-type: none"> ○ Consistency in Style and Tone

RESEARCH LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</p>	
<p>RECEPTION READING</p> <p>21. Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Author's Point of View or Purpose: "Can Anything Stop the Great Pacific Garbage Patch?" (Opinion Piece) <ul style="list-style-type: none"> ○ Cite Evidence (how a primary source impacts an argument)—p. 127 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Integrating Information from Different Sources: "Primary Elections" (Web Article) <ul style="list-style-type: none"> ○ Cite Evidence (primary source)—pp. 168, 170 ○ Comprehension Check (primary/digital sources)—p. 171 • Evaluating an Argument: "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech) <ul style="list-style-type: none"> ○ Cite Evidence (primary source)—p. 172 <p style="text-align: right;"><i>continued</i></p>

RESEARCH LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Read a Student Model <ul style="list-style-type: none"> ◦ Sources (cite sources to show the reader that information presented is both credible and reliable/use a variety of print and digital sources to gather information)—p. 254 <p>TEACHER'S EDITION</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Create: Note-Taking—TE p. 255 <ul style="list-style-type: none"> ◦ Collecting Sources ◦ Taking Notes ◦ Summarizing and Paraphrasing Information ◦ Citing Sources <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> • Researching Your Topic—p. 4 • How to Take Notes • How to Cite Sources
<p>RECEPTION READING</p> <p>22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Determine the validity of evidence—p. 162 <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Introduction <ul style="list-style-type: none"> ◦ Progress Check: Can I? Support the opinion with relevant evidence using credible sources—p. 235 • Home Connect <ul style="list-style-type: none"> ◦ Support for an opinion is effective only if it is relevant—p. 236 • Read a Student Model <ul style="list-style-type: none"> ◦ Credible Sources (base reasons on evidence from reliable and trusted sources/evaluate sources)—p. 239 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Introduction <ul style="list-style-type: none"> ◦ Cite your sources, so that your reader knows your information is reliable—p. 249 • Home Connect <ul style="list-style-type: none"> ◦ Discuss what makes an online source reliable—p. 250 • Read a Student Model <ul style="list-style-type: none"> ◦ Sources (citing sources shows the reader that the information presented is both credible and reliable)—p. 254 <p style="text-align: right;"><i>continued</i></p>

RESEARCH LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>TEACHER'S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Genre: Evidence-Based Essays <ul style="list-style-type: none"> ◦ Every idea should be supported with or include factual evidence and details, and come from reliable sources—TE p. 224 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (make sure sources are reliable, accurate, and credible)—p. 4 • How to Search/How to Judge
<p>RECEPTION LISTENING</p> <p>23. Use an audio or audio-visual source of information to obtain the answer to a question.</p>	<p>TEACHER'S EDITION Listening and Viewing Skills Answer questions based on information derived from audio or visual clues.</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 5 Video Clips—TE p. 143 • Chapter 8 Using Multimedia Features—TE p. 220 <p>DIGITAL RESOURCES Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ◦ Ask questions and respond to others' questions and comments ◦ Explain a speaker's argument and specific claims ◦ Evaluate the evidence that the speaker provides
<p>EXPRESSION WRITING</p> <p>24. Write about research findings independently over short and/or extended periods of time.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question—pp. 249–251 • Analyze a student model then outline and write a first draft of a research report—pp. 252–256 • Assignment: Final draft—p. 262 <p>TEACHER'S EDITION Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 2 Critical Response (research history of cars/report)—TE p. 68 • Chapter 4 Investigate (research/create presentations)—TE p. 115 • Chapter 4 Hypothesize (research FEMA/summarize in class presentation)—TE p. 123 <p style="text-align: right;"><i>continued</i></p>

RESEARCH LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> Chapter 4 Investigate and Assess (research destruction of Earth systems/create a multimedia class presentation)—TE p. 132 Chapter 6 Critical Response (research transcripts/share findings)—TE p. 188 <p>Peer Collaboration</p> <ul style="list-style-type: none"> Have students work in teams on research reports—TE p. 255 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Writing Research Reports Additional Practice <ul style="list-style-type: none"> Writing Research Reports Instructional Videos <ul style="list-style-type: none"> Writing Research Reports Parent Resources <ul style="list-style-type: none"> Chapter 11 Home Connect Chapter 11 Home Connect On the Go: Research and Record Facts (graphic organizer)
<p>EXPRESSION WRITING</p> <p>25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.</p> <p><i>Example: MLA, APA</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Cite Evidence</p> <ul style="list-style-type: none"> Summarize information—pp. 20, 21, 23, 53, 87, 130, 174 <p>Comprehension Check</p> <ul style="list-style-type: none"> Summarize—p. 169 <p>Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> Conclusion (summarize)—p. 212 <p>Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Let’s Get on Our Way (use quotations from experts as evidence)—p. 221 <p>Write Opinion Pieces</p> <ul style="list-style-type: none"> Home Connect (support opinion using facts, statistics, examples, or quotations from experts)—p. 236 Gather evidence from credible and reliable information sources/summarize reasons and evidence—pp. 239–240 <p>Write Research Reports</p> <ul style="list-style-type: none"> Conclusion/Sources (summarize information/include list of sources)—p. 254 Taking Notes: Use index cards (record source/summarize or paraphrase information)—p. 255 <p><u>TEACHER’S EDITION</u></p> <p>Reciprocal Teaching</p> <ul style="list-style-type: none"> Put students in groups of four and assign roles (summarizer will make a summary)—TE pp. 25, 57 <p style="text-align: right;"><i>continued</i></p>

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RESEARCH LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Discussion Skills</p> <ul style="list-style-type: none"> • Each student takes a turn to summarize—TE p. 33 • Summarize how each subsystem works—TE p. 113 • Summarize conclusions in a short presentation—TE p. 123 • Quote Lincoln’s words—TE p. 177 • Summarize a main point—TE p. 232 • Summarize what each speaker says—TE p. 246 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Summarize—TE p. 36 <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Central Idea and Details: “The History of the Automobile” (Explanatory Text) <ul style="list-style-type: none"> ◦ Objective: Summarize the text—TE p. 52 <p>Writearound</p> <ul style="list-style-type: none"> • Create a writearound summary of the levels of the atmosphere—TE p. 113 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> • Summarize—TE pp. 122, 130 <p>Genre: Research Report</p> <ul style="list-style-type: none"> • Summarize, synthesize, and analyze information gained through research—TE p. 252 <p>Create: Note-Taking</p> <ul style="list-style-type: none"> • Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 255 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic—p. 4 <ul style="list-style-type: none"> • Where to Look • How to Search • How to Judge • How to Take Notes • How to Cite Sources ◦ Research Tips: Sources <ul style="list-style-type: none"> • Current • Credible • Reliable • Well-written • Balanced and unbiased ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Using Quotations (avoid plagiarism) ◦ Citing Sources (follow teacher-mandated source citation format/style) • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> ◦ Finding Supporting Evidence ◦ Researching Your Topic <p style="text-align: right;"><i>continued</i></p>

RESEARCH LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> ◦ Digital Integration ◦ Support English Language Learners ◦ Step 4: Editing—pp. 7 and 8 ◦ Quotations and Citations
<p>EXPRESSION SPEAKING</p> <p>26. Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations.</p> <p><i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question—Chapter 7, p. 204 (support point of view with reason and examples); Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Identify claims supported by reasons and evidence?—p. 204 <p><u>TEACHER’S EDITION</u></p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Develop a Logical Argument (present arguments to the class)—TE p. 27 • Chapter 2 Critical Response (research history of cars/share research and ideas with a partner)—TE p. 68 • Chapter 3 Formulate (research/present ideas for class discussion)—TE p. 91 • Chapter 4 Investigate (research/create presentations)—TE p. 115 • Chapter 4 Hypothesize (research FEMA/summarize in class presentation)—TE p. 123 • Chapter 4 Investigate and Assess (research destruction of Earth systems/create a multimedia class presentation)—TE p. 132 • Chapter 6 Critical Response (research transcripts/compare Lincoln’s speeches to modern speeches)—TE p. 188 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Give an oral presentation with facts and details supporting the main points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187
<p>a. Answer questions in discussions about their research findings.</p>	<p><u>TEACHER’S EDITION</u></p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • At the end of the presentations, presenters should answer questions and acknowledge listeners’ ideas—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Defend conclusions with evidence from the text—Chapter 3, TE p. 97

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VOCABULARY LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</p>	
<p>RECEPTION READING</p> <p>27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Academic and Domain/Content-Specific Words (use a dictionary)—p. 70 • Figures of Speech/Connotations (use a dictionary)—p. 102 • Greek and Latin Roots—p. 134 • Greek and Latin Affixes—p. 190 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269 <p><u>TEACHER'S EDITION</u></p> <p>Drawing Inferences</p> <ul style="list-style-type: none"> • Cite Evidence (use dictionary to check inference)—TE p. 14 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Use either a print or online thesaurus or dictionary to find word connotations—TE p. 162 <p>Language</p> <ul style="list-style-type: none"> • Conventions of English: Independent Practice (use a thesaurus or dictionary in order to substitute precise or descriptive words for general words)—TE p. 217 <p><u>DIGITAL RESOURCES</u></p> <p>Each Chapter</p> <ul style="list-style-type: none"> • Student/Teacher Resources <ul style="list-style-type: none"> ◦ Glossary <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Academic and Domain-Specific Words (use a dictionary) <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Figures of Speech/Connotations (use a dictionary) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Roots • Parent Resources <ul style="list-style-type: none"> ◦ Home Connect Activity: Find Context Clues (use a dictionary)(graphic organizer) <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Affixes

VOCABULARY LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>RECEPTION LISTENING</p> <p>28. Discover word meanings through active listening in various contexts.</p> <p><i>Examples: classroom discussion, oral presentations, digital formats</i></p>	<p>TEACHER'S EDITION</p> <p>Listening and Viewing Skills Listen and look at the illustrations for clues to the meaning of the text.</p> <ul style="list-style-type: none"> Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181 <p>Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 3, p. 97; Chapter 4, p. 129; Chapter 6, p. 169; Chapter 6, p. 177; Chapter 7, p. 202; Chapter 8, p. 217; Chapter 9, p. 231; Chapter 10, p. 245; Chapter 11, p. 255; Chapter 11, p. 259 <p>Discussion Skills</p> <ul style="list-style-type: none"> Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 <p>Turn and Talk</p> <ul style="list-style-type: none"> Chapter 1 Turn and Talk, TE p. 17; Chapter 3 Turn and Talk, TE p. 89; Chapter 6 Turn and Talk, TE p. 185 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> Listening Tips (listen to an oral presentation)—p. 12 <ul style="list-style-type: none"> Pay attention to the presenter and focus your mind on the ideas. Make connections between what you hear and what you already know. Take notes. Include questions you want to ask or points you wish to make.
<p>EXPRESSION WRITING</p> <p>29. Use academic vocabulary in writing to communicate effectively.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Academic and Domain-Specific Words—p. 70 <p>TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Academic and Domain-Specific Words

VOCABULARY LITERACY

GRADE 6 CONTENT STANDARD	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>EXPRESSION SPEAKING</p> <p>30. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.</p>	<p><i>See related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 <ul style="list-style-type: none"> Cite Evidence A/B/E (effect of specific words/choosing words that set the tone, mood, or feeling of a story)—pp. 76–77 Cite Evidence A/B/C (vivid verbs affect the tone of a story/dialogue/connotations/using adverbs/figures of speech)—pp. 78–79 Cite Evidence B (effect of vivid verbs)—pp. 80 Comprehension Check (how characters speak and act affects the tone in a story)—pp. 81, 83 Connect Across Texts <ul style="list-style-type: none"> Connect to the Essential Question (meaning and connotations of words set the tone of the text)—p. 101 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)—pp. 180–187 <ul style="list-style-type: none"> Cite Evidence A/B (contrast tone reflected in words of two speeches)—p. 186 <p>TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19 <ul style="list-style-type: none"> Cite Evidence C/D (tone, imagery conveyed by words)—TE p. 15 <p>Listening and Viewing Skills</p> <ul style="list-style-type: none"> Words convey a tone/moods created by words—Chapter 3, TE p. 77 <p>Review: Analyzing Word Choice</p> <ul style="list-style-type: none"> How specific words and phrases, including figurative language and connotations, convey a certain meaning or create a particular tone—TE pp. 86, 226 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Writers use word choice and sentence structure to show feelings and express tone/the tone of a text is like using the tone of your voice—TE p. 243 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Academic and Domain-Specific Words (use a dictionary) <p style="text-align: right;"><i>continued</i></p>

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	<p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none">• Instruction & Practice<ul style="list-style-type: none">○ Language: Figures of Speech/Connotations (use a dictionary) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none">• Instruction & Practice<ul style="list-style-type: none">○ Language: Greek and Latin Roots• Parent Resources<ul style="list-style-type: none">○ Home Connect Activity: Find Context Clues (use a dictionary/graphic organizer) <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none">• Instruction & Practice<ul style="list-style-type: none">○ Language: Greek and Latin Affixes