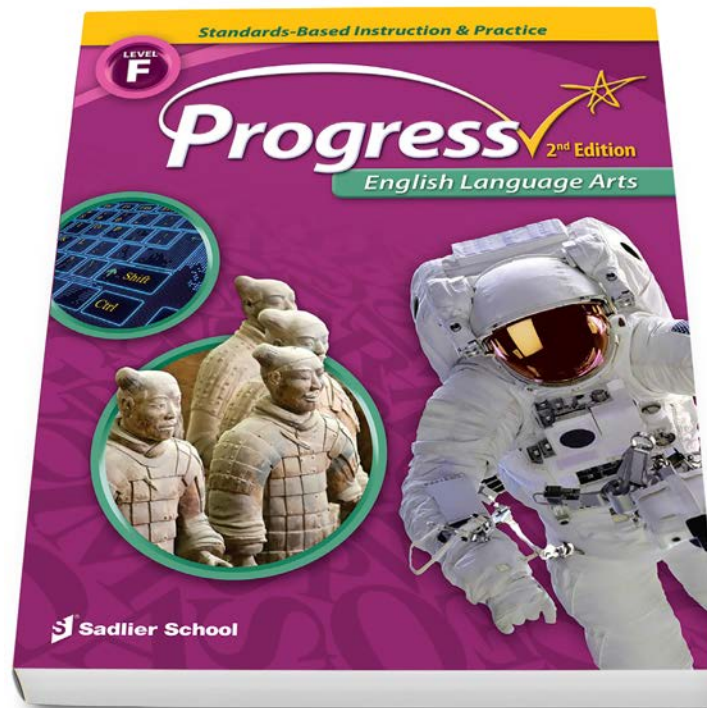


Progress

English Language Arts 2nd Edition

Correlation to the New York State Next Generation
English Language Arts Learning Standards

Grade 6



Contents

6 th Grade Reading Standards (Literary and Informational Text)	2
6 th Grade Writing Standards	13
6 th Grade Speaking and Listening Standards	26
6 th Grade Language Standards	33

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

Key Ideas and Details

6RI: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Drawing Inferences: "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12-19
- Chapter 1 Review: "The Cruel Crane" (Fable from India)/"The Tortoise" (Fable from India)—pp. 39-40

DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Chapter 1 Drawing Inferences
- Additional Practice
 - Chapter 1 Drawing Inferences: "The Girl at the Water" (Historical Fiction)
- Assessments
 - Comprehension Check
 - Chapter 1 Drawing Inferences: "The Miller, His Son, and the Donkey" (Aesop Fable)
- Instructional Videos
 - Drawing Inferences
- Close Reading Practice
 - Chapter 1 "Crow Brings the Daylight: A Retelling of an Inuit Myth" (Myth), pp. 1-5
 - Chapter 1 Close Reading Lesson Plan
- Parent Resources
 - Chapter 1 Home Connect
 - Chapter 1 Home Connect On the Go: Inferences (graphic organizer)

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 2 Key Ideas and Details: Informational Texts

- Drawing Inferences: "Cochineal and Fabric Dyeing" (Magazine Article)—pp. 44-51
- Chapter 2 Review: "A Special Nut" (Explanatory Text)/"FLAVR SAVR Tomato" (Explanatory Text)—pp. 71-72

DIGITAL RESOURCES

Chapter 2 Key Ideas and Details: Informational Texts

- Instruction & Practice
 - Chapter 2 Drawing Inferences
- Additional Practice
 - Chapter 2 Drawing Inferences: "The Real Me" (Personal Essay)
- Assessments
 - Comprehension Check
 - Chapter 2 Drawing Inferences: "Radio in the Early Twentieth Century" (Explanatory Text)

continued

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • 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>6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</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 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <p><u>DIGITAL RESOURCES</u></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 • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme: “The Hawk and the Hokioi” (Maori Fable from New Zealand) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Determining Theme: “Penelope the Weaver” (Greek Myth) • 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 2 Home Connect ○ Chapter 1 Home Connect Activity: Title, Theme, and Summary (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <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 • Chapter 2 Review: “A Special Nut” (Explanatory Text)/“FLAVR SAVR Tomato” (Explanatory Text)—pp. 71–72 <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 Determining Central Idea and Details <p style="text-align: right;"><i>continued</i></p>

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining Central Idea and Details: “Public Health Professions for the 21st Century” (Informational Packet) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Idea and Details: “The Assembly Line” (Explanatory Essay) • Instructional Videos <ul style="list-style-type: none"> ○ Analyzing the Development of Key Ideas • 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 Activity: Central Ideas and Supporting Details (graphic organizer)
<p>6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <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 Describing Plot • Additional Practice <ul style="list-style-type: none"> ○ 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 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) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing the Development of Key Ideas: “Growing GM Plant” (Technical Text/Procedural)—pp. 60–75 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Chapter 2 Review: “A Special Nut” (Explanatory Text)/”FLAVR SAVR Tomato” (Explanatory Text)—pp. 71–72 <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"> ◦ Chapter 2 Analyzing the Development of Key Ideas • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Analyzing the Development of Key Ideas: “Modern Maps: A New Way of Seeing the World” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Analyzing the Development of Key Ideas: “The Rise and Fall of 3D Movies” (Informational Essay) • 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

Craft and Structure

<p>6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</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>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 • 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 <p style="text-align: right;"><i>continued</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • 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 style="text-align: center;">READING INFORMATIONAL TEXTS</p> <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 • Chapter 4 Review: “Population” (Informational Text)/“Space Colonies” (Informational Text)—pp. 135–136 <p>DIGITAL RESOURCES</p> <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 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Determining Word Meanings: “The Importance of Water” (Speech) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Carolus Linnaeus” (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 Activity: Word Detective: Context Clues, Use a Dictionary (graphic organizer)
<p>6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>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 • Chapter 3 Review: “Paris and Menelaus” (Epic)/“Hector and Andromache” (Epic)—pp. 103–104 <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 3 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 Analyzing Text Structure: “The Hero Twins and Seven Macaw” (Ancient Mayan Myth) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Text Structure: “The Brahman, the Bear, and the Three Judges” (Indian Fable) <p style="text-align: right;"><i>continued</i></p>

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>	<ul style="list-style-type: none"> • 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 Conversation Starter: Development of the Theme (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <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 • Chapter 4 Review: “Population” (Informational Text)/“Space Colonies” (Informational Text)—pp. 135-136 <p>DIGITAL RESOURCES</p> <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>6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Explaining Point of View: “The Three Questions” (Ancient Folk Tale from Ceylon)—pp. 92-107 • Chapter 3 Review: “Paris and Menelaus” (Epic)/“Hector and Andromache” (Epic)—pp. 103-104 <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 3 Explaining Point of View • Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 Explaining Point of View: “The Tour” (Adventure) <p style="text-align: right;"><i>continued</i></p>

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

In informational texts, explain how an author’s geographic location or culture affects his or her perspective. (RI)

- Assessments
 - Comprehension Check
 - Chapter 3 Explaining Point of View: “The King’s Master Sculptor” (Historical Fiction)
- Close Reading Practice
 - Chapter 3 “The Horse of Wood (Retold by Alfred Church, from the *Aeneid* by Virgil)” (Epic), pp. 1–5
 - Chapter 3 Close Reading Lesson Plan
- Parent Resources
 - Chapter 3 Home Connect
 - Chapter 3 Home Connect Activity: Narrator Point of View (graphic organizer)

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER’S EDITION

Chapter 4 Craft and Structure: Informational Texts

- Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–139
- Chapter 4 Review: “Population” (Informational Text)/“Space Colonies” (Informational Text)—pp. 135–136

DIGITAL RESOURCES

Chapter 4 Craft and Structure: Informational Texts

- Instruction & Practice
 - Chapter 4 Determining Author’s Point of View or Purpose
- Additional Practice
 - Chapter 4 Determining Author’s Point of View or Purpose: “Save Our Everglades!” (Editorial)
- Assessments
 - Comprehension Check
 - Chapter 4 Determining Author’s Point of View or Purpose: “Alfred Wegener” (Expository Nonfiction)
- Instructional Videos
 - Determining Author’s Point of View and Purpose
- Close Reading Practice
 - Chapter 4 “Comparing Ecosystems: Tropical Rainforest vs. Tundra” (Explanatory Text)
 - Chapter 4 Close Reading Lesson Plan
- Parent Resources
 - Chapter 4 Home Connect
 - Chapter 4 Home Connect Conversation Starter: Compare Opinions/Points of View (graphic organizer)

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

Integration of Knowledge and Ideas

6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)/”Space Station (Science Fiction)—pp. 140–147
- Chapter 5 Review: “The HMS Challenger” (Historical Narrative)/”Sea Fever” (Poem)—pp. 159–160

DIGITAL RESOURCES

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Instruction & Practice
 - Chapter 5 Comparing and Contrasting Versions
- Additional Practice
 - Chapter 5 Comparing and Contrasting Versions: “Up Crawford Path” (Poem)/”Together in Adventure” (Realistic Fiction)
- Assessments
 - Comprehension Check
 - Chapter 5 Comparing and Contrasting Versions: “In the Year 1275” (excerpt) (Historical Fiction)/”1275” (Movie Review)
- Instructional Videos
 - Comparing and Contrasting Versions
- Close Reading Practice
 - Chapter 5 “The Bathysphere” (Historical Fiction)
 - Chapter 5 Close Reading Lesson Plan
- Parent Resources
 - Chapter 5 Home Connect
 - Chapter 5 Home Connect On the Go: Compare Print and Film Versions (graphic organizer)
 - Chapter 5 Home Connect On the Go: Compare Versions of a Fairy or Folk Tale (Print and Video) (graphic organizer)

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Integrating Information from Different Sources: “Primary Elections” (Web Article)—pp. 164–171
- Chapter 6 Review: “FDR” (Biography)/”FDR’s First Inaugural Address” (Speech)—pp. 191–192

continued

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Integrating Information from Different Sources • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Integrating Information from Different Sources: “Safe Streets Come First” (Opinion Piece)/”Protest at Town Meeting” (News Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Integrating Information from Different Sources: “Florence Nightingale” (Web Article) • Instructional Videos <ul style="list-style-type: none"> ◦ Integrating Information from Different Sources • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “A Woman for Our Times” (Letter to the Editor) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Activity: Compare Media Sources of Information (graphic organizer)
<p>6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)</p>	<p style="text-align: center;"><i>READING INFORMATIONAL TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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 • Chapter 6 Review: “FDR” (Biography)/”FDR’s First Inaugural Address” (Speech)—pp. 191–192 <p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating an Argument • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating an Argument: “The Young People’s Leadership Academy “ (Mission Statement) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Evaluating an Argument: “Speech to Troops at Tilbury” Adapted from the original text by Queen Elizabeth (Speech) • Instructional Videos <ul style="list-style-type: none"> ◦ Evaluating an Argument • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “A Woman for Our Times” (Letter to the Editor), pp. 1–5 ◦ Chapter 6 Close Reading Lesson Plan <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

- Parent Resources
 - Chapter 6 Home Connect
 - Chapter 6 Home Connect Conversation Starter: Opinions, Reasons, and Evidence (graphic organizer)

See the following instructional and practice opportunities for students to cite evidence from complex texts in response to text-dependent questions—

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Guided Instruction

- Cite Evidence—pp. 12–15, 20–23, 28–31, 76–79, 84–87, 92–95, 140–143, 148–151
- Comprehension Check—pp. 15, 23, 31, 79, 87, 95, 143, 151

Guided Practice

- Cite Evidence—pp. 16, 24, 32, 80, 88, 96, 144, 152
- Comprehension Check—pp. 17, 25, 33, 81, 89, 97, 145, 153

Independent Practice

- Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154
- Comprehension Check—pp. 19, 27, 35, 83, 91, 99, 147, 155

Connect Across Text

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 37, 101, 141

TEACHER'S EDITION

Independent Practice

- Critical Comprehension (support answers with evidence from the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Guided Instruction

- Cite Evidence—pp. 44–47, 52–55, 60–63, 108–111, 116–119, 124–127, 164–167, 172–175, 180–183
- Comprehension Check—pp. 47, 55, 63, 111, 119, 127, 167, 175, 183

Guided Practice

- Cite Evidence—pp. 48, 56, 64, 112, 120, 128, 168, 176, 184
- Comprehension Check—pp. 49, 57, 65, 113, 121, 129, 169, 177, 185

Independent Practice

- Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186
- Comprehension Check—pp. 51, 59, 67, 115, 123, 131, 171, 179, 187

Connect Across Text

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 69, 133, 189

continued

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>TEACHER'S EDITION Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187
<p>6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION 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 • Connect Across Tests <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—p. 156 • Chapter 5 Review: "The HMS Challenger" (Historical Narrative)/"Sea Fever" (Poem)—pp. 159-160 <p>DIGITAL RESOURCES Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes: "Marco Millions" (Drama)/"Cave Pearls" (Fantasy) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes: "In the Year 1275" – (excerpt) (Historical Fiction)/"The Farewell" – by Khalil Gibran, 1923 (Poetry) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 5 "The Bathysphere" (Historical Fiction), pp. 1-5 ◦ Chapter 5 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect ◦ Chapter 5 Home Connect Conversation Starter: Making Connections (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION 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 • Connect Across Tests <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—p. 188 <ul style="list-style-type: none"> ◦ Extend Thinking: Construct (compare speeches) • Chapter 6 Review: "FDR" (Biography)/"FDR's First Inaugural Address" (Speech)—pp. 191-192 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Reading Standards (Literary and Informational Text) | 6R

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Presentation of Events • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing and Contrasting Presentation of Events: “The Cuban Missile Crisis” (Encyclopedia Article)/”Inside the Crisis” (Book Excerpt) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Comparing and Contrasting Presentation of Events: “Speech to Troops at Tilbury” Adapted from the original text by Queen Elizabeth I (Speech)/”Queen Elizabeth I” (Biography) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “A Woman for Our Times” (Letter to the Editor), pp. 1-5 ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect On the Go: Compare and Contrast Presentation of Events in an Autobiography and Biography (graphic organizer)

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>Text Types and Purposes</p>	
<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 237A • Genre: Opinion Piece—TE p. 238 <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"> ◦ Writing Opinion Pieces <p style="text-align: right;"><i>continued</i></p>

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • 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 also</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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><u>TEACHER'S EDITION</u> 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>6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Choosing a Descriptive Title—pp. 238, 241 • Introducing the Topic—pp. 238, 241 • Stating an Opinion—pp. 238, 241 • Creating an Organizational Structure—pp. 238, 241 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I clearly stated my purpose for writing?/Does the beginning introduce the topic clearly?/Have I organized my ideas logically and chosen relevant supporting evidence?—p. 6
<p>6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Supporting Opinion with Reasons and Evidence—pp. 240, 241 • Using Credible Sources to Support Claims—pp. 239, 241 • Using Counterargument as Evidence—pp. 240, 241 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><i>See also</i></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Support a Claim—p. 132 <p>DIGITAL RESOURCE</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I included enough accurate and reliable information?—p. 6
<p>6W1c: Use precise language and content-specific vocabulary to argue a claim.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <ul style="list-style-type: none"> Using Precise Language to Explain the Topic—pp. 212, 213 <p>Language</p> <ul style="list-style-type: none"> Conventions of English (use precise language)—pp. 216–217 <p>TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> Domain/Content-Specific Vocabulary—TE pp. 14, 20, 22, 28, 44, 46, 48, 50, 52, 62, 66, 60, 80, 82, 84, 86, 88, 90, 92, 98, 108, 110, 112, 114, 116, 118, 122, 124, 126, 128, 148, 150, 152, 164, 166, 168, 174, 176, 180, 182, 184, 186 <p><i>See also</i></p> <p>DIGITAL RESOURCE</p> <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: Conventions of English (use precise language) Additional Practice <ul style="list-style-type: none"> Conventions of English (use precise language) Instructional Videos <ul style="list-style-type: none"> Conventions of English (use precise language) <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used specialized terms correctly and checked their definitions?—p. 6
<p>6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <ul style="list-style-type: none"> Using Language to Link Opinions and Reasons—pp. 240, 241 <p><i>See also</i></p> <p>DIGITAL RESOURCE</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used linking words and transitions to connect and clarify ideas within and across paragraphs?—p. 6

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>6W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Providing a Conclusion that Restates Opinion, Reasons, and Evidence—pp. 240, 241 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do I have a concluding section that follows from the information I presented?—p. 6
<p>6W1f: Maintain a style and tone appropriate to the writing task.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Maintaining a Formal Tone—pp. 238, 241 <p>Language</p> <ul style="list-style-type: none"> • Variations of English (standard English usage)—p. 214 • Consistency in Style and Tone—p. 243 <p><u>DIGITAL RESOURCE</u> 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 English usage) • Additional Practice <ul style="list-style-type: none"> ◦ Variations of English (standard English usage) • Instructional Videos <ul style="list-style-type: none"> ◦ Variations of English (standard English usage) <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: Consistency in Style and Tone • Additional Practice <ul style="list-style-type: none"> ◦ Consistency in Style and Tone • Instructional Videos <ul style="list-style-type: none"> ◦ Consistency in Style and Tone <p><i>See also</i></p> <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Differentiate Instruction: Understand writing style and tone—TE p. 243 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used formal English and avoided slang or informal language?/Have I maintained an objective, or unbiased, tone throughout?—p. 6

6TH Grade Writing Standards | 6W

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INFORMATIVE/EXPLANATORY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts

- 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

TEACHER'S EDITION

- Learning Progressions—TE p. 209A
- Genre: Informative/Explanatory Text—TE p. 210

DIGITAL RESOURCES

Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts

- Instruction & Practice
 - Writing Informative/Explanatory Text
- Additional Practice
 - Writing Informative/Explanatory Text
- Instructional Videos
 - Writing Informative/Explanatory Text
- Parent Resources
 - Chapter 8 Home Connect
 - Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer)

EVIDENCE-BASED ESSAYS

Chapter 9 Text Types and Purposes: Write Evidence-Based Essays

- 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

TEACHER'S EDITION

- Learning Progressions—TE p. 223A
- Genre: Evidence-Based Essays—TE p. 224

DIGITAL RESOURCES

Chapter 9 Text Types and Purposes: Write Evidence-Based Essays

- Instruction & Practice
 - Writing Evidence-Based Essays
- Additional Practice
 - Writing Evidence-Based Essays
- Instructional Videos
 - Writing Evidence-Based Essays
- Parent Resources
 - Chapter 9 Home Connect

continued

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> ○ Chapter 9 Home Connect Conversation Starter: Main Idea and Details (graphic organizer) <p style="text-align: center;">RESEARCH REPORTS</p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> ● Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—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</p> <ul style="list-style-type: none"> ● Learning Progressions—TE p. 251A ● Genre: Research Report—TE p. 252 <p>DIGITAL RESOURCES</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>6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <ul style="list-style-type: none"> ● Creating an Organizational Structure—pp. 210, 213, 224, 227, 252, 256 ● Introducing a Topic—pp. 210, 213, 224, 227, 252, 256 <p><i>See also</i></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> ● Compare and Contrast Texts—pp. 36, 68, 100, 156, 188 <p>TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> ● Compare Themes Across Texts—TE p. 100 ● Critical Response (compare Lincoln’s speeches to modern speeches)—TE p. 188 <p>Review</p> <ul style="list-style-type: none"> ● Comparing and Contrasting Versions—TE p. 254 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I clearly stated my purpose for writing?/Does the beginning introduce the topic clearly?/Have I organized my ideas logically and chosen relevant supporting evidence?—p. 6
<p>6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Developing the Topic with Specific Facts and Details—pp. 211, 213, 225, 227, 252, 256 • Using Graphics to Help Understanding—pp. 212, 213, 254, 256 • Using Evidence to Support Your Ideas—pp. 225, 227, 262 • Organizing and Formatting Information Effectively—pp. 210–213, 224, 227, 253, 256 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I included enough accurate and reliable information?—p. 6
<p>6W2c: Use precise language and content-specific vocabulary to explain a topic.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Precise Language to Explain Your Ideas—pp. 212, 213, 225, 227, 253, 256 • Using Domain-Specific Words to Explain the Topic—pp. 225, 227 <p>Language</p> <ul style="list-style-type: none"> • Conventions of English: Use precise language—pp. 216–217 <p><u>TEACHER'S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • Domain/Content-Specific Vocabulary—TE pp. 12, 14, 20, 22, 28, 38, 40, 42, 44, 46, 48, 50, 68, 70, 78, 90, 94, 96, 98, 100, 104, 106, 116, 138, 140, 142, 144, 146, 148, 150, 152 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Post a “Precise Language” list in the classroom—TE p. 216 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> 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: Conventions of English (use precise language) • Additional Practice <ul style="list-style-type: none"> ◦ Conventions of English (use precise language) <p style="text-align: right;"><i>continued</i></p>

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Conventions of English (use precise language) Writing Handbook • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6
<p>6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Using Transition Words to Connect Ideas—pp. 211, 213, 224, 226, 227, 252, 253, 256 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used linking words and transitions to connect and clarify ideas within and across paragraphs?—p. 6
<p>6W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Providing a Conclusion that Summarizes Your Information/ Analysis—pp. 212, 213, 226, 227, 254, 256 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do I have a concluding section that follows from the information I presented?—p. 6
<p>6W2f: Establish and maintain a style appropriate to the writing task.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Using and Maintaining a Formal Style and Language—pp. 211, 213, 253, 256 <p><i>See also</i></p> <p>Language</p> <ul style="list-style-type: none"> • Variations of English (standard English usage)—p. 214 • Consistency in Style and Tone—p. 243 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Differentiate Instruction: Understand writing style and tone—TE p. 243 <p><u>DIGITAL RESOURCE</u></p> <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 English usage) <p style="text-align: right;"><i>continued</i></p>

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Variations of English (standard English usage) • Instructional Videos <ul style="list-style-type: none"> ◦ Variations of English (standard English usage) <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: Consistency in Style and Tone • Additional Practice <ul style="list-style-type: none"> ◦ Consistency in Style and Tone • Instructional Videos <ul style="list-style-type: none"> ◦ Consistency in Style and Tone <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used formal English and avoided slang or informal language?/Have I maintained an objective, or unbiased, tone throughout?—p. 6
<p>6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></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><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 <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"> ◦ 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)
<p>6W3a: Engage the reader by introducing a narrator and/or characters.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Establishing an Engaging Context—pp. 196, 199 • Introducing a Narrator and/or Characters—pp. 196, 199

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Dialogue, Pacing, and Description to Develop Events—pp. 196, 199
<p>6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Transition Words to Show Sequence of Events/Shifts in Time or Place—pp. 197, 199 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used linking words and transitions to connect and clarify ideas within and across paragraphs?—p. 6
<p>6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Precise Language and Details to Describe Experiences—pp. 196, 199 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Descriptive Details (language that appeals to the sense of sight or sound)—TE p. 197 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6
<p>6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Providing a Conclusion Based on the Events or Experiences—pp. 198, 199 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Do I have a concluding section that follows from the information I presented?—p. 6
<p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter Review</p> <ul style="list-style-type: none"> Write About It (create a response to the text)—pp. 40, 72, 104, 136, 160, 192 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Writing Standards | 6W

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Analyze a student model then outline and write a nonfictional narrative based on personal experiences—pp. 196–199 Assignment: Final draft—p. 206 <p>TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 1 Form Opinions (rewrite one of the poems)—TE p. 19 Chapter 7 Create Art in Response to Literature (drawing or poster)—TE p. 199
<p>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.</p>	<p style="text-align: center;">LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence—pp. 12–16, 20–24, 28–32, 76–80, 84–88, 92–96, 140–144, 148–152 Check Comprehension—pp. 13, 15, 17 21, 23, 25 29, 31, 33 77, 79, 81 85, 87, 89 93, 95, 97 141, 143, 145 149, 151, 153 <p>Independent Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154 Check Comprehension—pp. 19, 27, 43, 83, 91, 107, 147, 155 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 36–37, 102–103, 156–157 <p>TEACHER’S EDITION</p> <p>Independent Practice</p> <ul style="list-style-type: none"> Critical Comprehension (support answers with evidence from the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155 <p style="text-align: center;">INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence—pp. 44–48, 52–56, 60–64, 108–112, 116–120, 124–128, 164–168, 172–176, 180–184 Check Comprehension—pp. 45, 47, 49, 53, 55, 57, 61, 63, 65, 109, 111, 113, 117, 119, 121, 125, 127, 129, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p>Independent Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186 Check Comprehension—pp. 51, 59, 75, 115, 123, 139, 171, 179, 187 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 68–69, 132–133, 188–189 <p>TEACHER’S EDITION</p> <p>Independent Practice</p> <ul style="list-style-type: none"> Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187

6TH Grade Writing Standards | 6W

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

Research to Build and Present Knowledge

6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

STUDENT EDITION/TEACHER'S EDITION

Chapter 11 Text Types and Purposes: Write Research Reports

- Progress Check—p. 249
 - Conduct a research project.
- Home Connect (ask questions/decide on a topic/gather facts and details from several sources)—p. 250

TEACHER'S EDITION

Extend Thinking

- Chapter 2 Critical Response (research history of cars)—TE p. 68
- Chapter 4 Investigate (research/create presentations)—TE p. 115
- Chapter 4 Hypothesize (research FEMA/summarize research for class presentation)—TE p. 123
- Chapter 4 Investigate and Assess (research destruction of Earth systems)—TE p. 132
- Chapter 6 Critical Response (research the Library of Congress for transcripts/compare Lincoln's speeches to modern speeches)—TE p. 188

Digital Connection

- Chapter 3 Online Research—TE p. 79
- Chapter 4 Using Online Tools—TE p. 111

DIGITAL RESOURCES

Writing Handbook

- Instruction & Practice
 - Step 1: Planning
 - Why am I writing?/What is my purpose? (answer questions that came up during planning and research)—p. 2
 - Researching Your Topic—p. 4
- Instruction & Practice Lesson Plans
 - Step 1: Planning
 - Assignment/Genre (share information gathered from several sources)—pp. 1 and 2

6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

STUDENT EDITION/TEACHER'S EDITION

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Gather evidence from credible and reliable information sources—p. 239

Chapter 11 Text Types and Purposes: Write Research Reports

- Taking notes (record source/summarize or paraphrase information)—p. 255

continued

6TH Grade Writing Standards | 6W

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

TEACHER'S EDITION

Create: Note-Taking

- Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 255

Peer Collaboration

- Have students work in teams on research reports—TE p. 255

DIGITAL RESOURCES

Writing Handbook

- Instruction & Practice
 - Step 1: Planning
 - Researching Your Topic—p. 4
 - Where to Look
 - How to Search
 - How to Judge
 - How to Take Notes
 - How to Cite Sources
 - Research Tips: Sources
 - Current
 - Credible
 - Reliable
 - Well-written
 - Balanced and unbiased
 - Step 4: Editing
 - Using Quotations (avoid plagiarism)
 - Citing Sources
- Instruction & Practice Lesson Plans
 - Step 1: Planning—pp. 3 and 4
 - Finding Supporting Evidence
 - Researching Your Topic
 - Digital Integration
 - Support English Language Learners

See related content

STUDENT EDITION/TEACHER'S EDITION

Chapter 6 Integration of Knowledge and Ideas:

Informational Texts

- Integrating Information from Different Sources: “Primary Elections” (Web Article)—pp. 164–171

6TH Grade Speaking and Listening Standards | 6SL

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

Comprehension and Collaboration

6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

TEACHER'S EDITION

Peer Collaboration

- 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

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 Turn and Talk, TE p. 17; Chapter 3 Turn and Talk, TE p. 89; Chapter 6 Turn and Talk, TE p. 185

6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STUDENT EDITION/TEACHER'S EDITION

Connect Across Texts

- Support a Claim (be prepared to discuss your ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132; Chapter 5, p. 156
- Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 1, p. 36; Chapter 3, p. 100
- 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

Speaking and Listening

- Discuss the Essential Question (be prepared for small group/class discussion)—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
- Good Speaker/Good Listener Checklist – Did I:
 - Come to the discussion prepared?—p. 204

TEACHER'S EDITION

Discussion Skills

- Prepare in advance for discussion—Chapter 1, TE p. 33; Chapter 2, TE p. 65; Chapter 5, TE p. 153

DIGITAL RESOURCES

Chapters 7–11

- Instructional Videos
 - Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)

6TH Grade Speaking and Listening Standards | 6SL

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <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 discussion)—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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Help define individual roles during discussions?—p. 204 <p><u>TEACHER’S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Divide up roles in the group: Facilitator, Timekeeper, Recorder, Presenter—Chapter 11, TE p. 121 • Follow rules of collegial discussion— Chapter 7, TE p. 204; Chapter 11, TE p. 260 <p><u>DIGITAL RESOURCES</u></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 (follow rules for discussion/choose discussion leader)
<p>6SL1c: 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><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <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 discussion)—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><u>TEACHER’S EDITION</u></p> <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"> • Listen carefully/ask clarifying questions/build on each other’s reasoning—TE pp. 17, 25, 33, 49, 57, 65, 81, 89, 97, 113, 121, 129, 145, 153, 169, 177, 185, 204, 218, 232, 246, 260 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Speaking and Listening Standards | 6SL

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listeners should listen attentively and ask questions—TE pp. 35, 67, 99, 131, 187 <p><u>DIGITAL RESOURCES</u></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 (follow rules for discussion/choose discussion leader)
<p>6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <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 discussion)—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><u>TEACHER’S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Consider multiple opinions, ask questions—Chapter 3, TE p. 89 • Take either sides of an argument—Chapter 4, TE p. 129 • Form opinions/revoice to check for understanding—Chapter 5, TE p. 145 • Participate in a mock debate—Chapter 6, TE p. 169 • Use textual support of various opinions—Chapter 6, TE p. 185 • Agree or disagree—Chapter 8, TE p. 218 • Identify claims that lack support—Chapter 10, TE p. 246 • <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Discuss responses to questions/revise based on the outcome of discussion with a partner/pairs report answers to the whole class—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>Turn and Talk</p> <ul style="list-style-type: none"> • Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—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>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 style="text-align: right;"><i>continued</i></p>

6TH Grade Speaking and Listening Standards | 6SL

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><u>DIGITAL RESOURCES</u> 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 (acknowledge new information/changing viewpoints)
<p>6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)/“Space Station (Science Fiction)—pp. 140–147 <p><u>DIGITAL RESOURCES</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect ◦ Chapter 5 Home Connect Activity: Compare Versions of a Story and Movie (graphic organizer)
<p>6SL3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <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—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> Discussion Skills</p> <ul style="list-style-type: none"> • Evaluate whether the author covered the topic effectively—Chapter 4, TE p. 121 • Form opinions/revoice to check for understanding—Chapter 5, TE p. 145 • Identify claims that lack support—Chapter 10, TE p. 246 <p>Review</p> <ul style="list-style-type: none"> • Evaluate an Argument—TE p. 182 <p>Evaluate a Writer’s Work</p> <ul style="list-style-type: none"> • Evaluate the evidence used to support the claim—TE p. 226 <p><u>DIGITAL RESOURCES</u> 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 (explain a speaker’s argument and specific claims) <p style="text-align: right;"><i>continued</i></p>

6TH Grade Speaking and Listening Standards | 6SL

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<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>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Evaluating an Argument Parent Resources <ul style="list-style-type: none"> Chapter 6 Home Connect Chapter 6 Home Connect Conversation Starter: Opinions, Reasons, and Evidence (graphic organizer)
<p>Presentation of Knowledge and Ideas</p>	
<p>6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (rules for being a good speaker)—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 Good Speaker/Good Listener Checklist - Did I: <ul style="list-style-type: none"> Present relevant claims and other ideas in a logical manner? Speak at correct volume, use clear pronunciation, and make eye contact?—p. 204 <p>TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Prepare and make a formal presentation with claims, supporting facts and details/speak clearly, maintain eye contact—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 (create presentations/share with class)—TE p. 115 Chapter 4 Hypothesize (make eye contact and use appropriate volume for class discussions)—TE p. 123 <p>Discussion Skills</p> <ul style="list-style-type: none"> Use appropriate eye contact with each member of the group, enunciate clearly, and speak at a volume appropriate for the group setting—Chapter 4, TE p. 246 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Speaking and Listening Standards | 6SL

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

DIGITAL RESOURCES

Chapters 7–11

- Instructional Videos
 - Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner)

Writing Handbook

- Instruction & Practice
 - Step 5: Producing, Publishing, and Presenting
 - Speaking Tips (giving an oral presentation)—p. 12
 - Use language that suits your audience and the occasion.
 - If necessary, use visuals to support what you say.
 - Speak loudly and clearly so that everyone can hear and understand you.
 - Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners.
 - Change the pitch, rate, and loudness of your voice to express your ideas.
 - Make eye contact with your listeners and watch for audience feedback.
 - When you have finished speaking, ask your audience if they have any questions. Answer them politely and listen carefully to their questions.
 - When using visuals or audio, pause to allow your audience to respond to them.
 - Tell listeners before you begin that you will take questions at the end of your presentation. Listen carefully and respectfully to the questions. Take time to think before you respond, and then answer politely.
- Instruction & Practice Lesson Plans
 - Step 5: Producing, Publishing, and Presenting
 - Speaking and Listening Presentation—pp. 11 and 12
 - Rehearse beforehand using your multimedia.
 - Know your material well and have a backup plan in case your multimedia equipment does not work properly.
 - Speak clearly and at an appropriate volume and rate.
 - Pause to allow listeners to ask questions.
 - Listen respectfully to listeners' questions or comments

See related content (working on phrasing, expression, intonation, rate, and accuracy)

DIGITAL RESOURCES

Fluency Practice (Chapters 1–6)

- Chapter Fluency Practice
 - Chapter 1 “Jabberwocky” (Poem)
 - Chapter 2 “Blood Types” (Science Magazine Article)
 - Chapter 3 “My Trip to China” (Fantasy)

continued

6TH Grade Speaking and Listening Standards | 6SL

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> ○ Chapter 4 “Saving the Ozone Layer” (Technical Text). ○ Chapter 5 “Space Station: Special Effects Are the Star” (Movie Review) ○ Chapter 6 “Primary Elections” (Web Article) ● Fluency Practice: Teaching Suggestions <p>The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.</p>
<p>6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p>	<p>TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> ● Use multimedia/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 5 Video Clips—TE p. 143 ● Chapter 8 Using Multimedia Features—TE p. 220 ● Chapter 9 Class Blog—TE p. 234 <p>Discussion Skills</p> <ul style="list-style-type: none"> ● Use a chart for the class presentation—TE p. 204 ● Use a poster or other visual medium—TE p. 232 <p>DIGITAL RESOURCES 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"> ○ Speaking Tips (when using visuals or audio, pause to allow your audience to respond to them)—p. 12 ● Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Step 5: Producing, Publishing and Presenting <ul style="list-style-type: none"> ○ Assignment: Digital Presentation (use digital video for online documentaries)—pp. 11 and 12
<p>6SL6: 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 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 Speaking and Listening Presentation</p> <ul style="list-style-type: none"> ● Adapt language for a formal presentation—TE pp. 35, 67, 99, 131, 155, 187 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Speaking and Listening Standards | 6SL

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<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>DIGITAL RESOURCES</p> <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) <p>Instructional Videos (Chapters 7-11)</p> <ul style="list-style-type: none"> • Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate)

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>Conventions of Academic English/Language for Learning</p>	
<p>ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p>Core Conventions Skills for Grades 6→8:</p>	
<ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, and possessive). 	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Case of Pronouns—pp. 200–202 <p><i>continued</i></p>

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><u>DIGITAL RESOURCES</u> 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"> ○ Additional Practice: Case of Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Case of Pronouns
<ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in pronoun number and person. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Pronoun Number and Person—pp. 228–239 <p><u>DIGITAL RESOURCES</u> 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"> ○ Additional Practice: Pronoun Number and Person; • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun Number and Person
<ul style="list-style-type: none"> • Recognize and correct pronouns that have unclear or ambiguous antecedents. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Vague Pronouns—pp. 230–231 <p><u>DIGITAL RESOURCES</u> 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: Vague Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Vague Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Vague Pronouns
<ul style="list-style-type: none"> • Explain the function of phrases and clauses in general, as well as in specific sentences. 	<p><i>See Level G / Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Function of Phrases and Clauses—pp. 200–201 <p><u>DIGITAL RESOURCES</u> 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: Function of Phrases and Clauses • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Function of Phrases and Clauses • Instructional Videos <ul style="list-style-type: none"> ○ Function of Phrases and Clauses

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<ul style="list-style-type: none"> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p><i>See Level G / Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Phrase and Clause Placement—p. 214 Misplaced Modifiers—p. 215 Dangling Modifiers—p. 245 <p><u>DIGITAL RESOURCES</u></p> <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: Phrase and Clause Placement Language: Misplaced Modifiers Additional Practice <ul style="list-style-type: none"> Additional Practice: Phrase and Clause Placement; Misplaced Modifiers Instructional Videos <ul style="list-style-type: none"> Phrases and Clause Placement Misplaced Modifiers <p>Chapter 10 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: Dangling Modifiers Additional Practice <ul style="list-style-type: none"> Additional Practice: Dangling Modifiers Instructional Videos <ul style="list-style-type: none"> Dangling Modifiers
<ul style="list-style-type: none"> Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 	<p><i>See Level G / Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229 <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: Simple, Compound, Complex, and Compound-Complex Sentences Additional Practice <ul style="list-style-type: none"> Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences Instructional Videos <ul style="list-style-type: none"> Simple, Compound, Complex, and Compound-Complex Sentences

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<ul style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives). 	<p><i>See Level G / Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Verbals and Verbal Phrases—pp. 243–244 <p><u>DIGITAL RESOURCES</u> Chapter 10 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: Verbals and Verb Phrases Additional Practice <ul style="list-style-type: none"> Additional Practice: Verbals and Verbal Phrases Instructional Videos <ul style="list-style-type: none"> Verbals and Verbal Phrases
<ul style="list-style-type: none"> Form and use verbs in the active and passive voice. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Conventions of English (change passive voice to active voice)—pp. 216–217 <p><u>DIGITAL RESOURCES</u> 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: Conventions of English Additional Practice <ul style="list-style-type: none"> Conventions of English (active voice/passive voice) Instructional Videos <ul style="list-style-type: none"> Conventions of English (active voice/passive voice)
<ul style="list-style-type: none"> Recognize and correct inappropriate verb shifts. 	<p><i>See Level H / Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Shifts in Verb Voice—p. 214 Shifts in Verb Mood—p. 215 <p><u>DIGITAL RESOURCES</u> 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: Shifts in Verb Voice Language: Shifts in Verb Mood Additional Practice <ul style="list-style-type: none"> Shifts in Verb Voice Shifts in Verb Mood Instructional Videos <ul style="list-style-type: none"> Shifts in Verb Voice Shifts in Verb Mood

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p>Core Punctuation and Spelling Skills for Grades 6→8:</p>	
<ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. 	<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
<ul style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 	<p><i>See Level H / Grade 8</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Punctuation for Pauses or Breaks—p. 217 <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"> Language: Punctuation for Pauses or Breaks Additional Practice <ul style="list-style-type: none"> Punctuation for Pauses or Breaks Instructional Videos <ul style="list-style-type: none"> Punctuation for Pauses and Breaks
<ul style="list-style-type: none"> Use an ellipsis to indicate an omission. 	<p><i>See Level H / Grade 8</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> Ellipses to Indicate Omitted Text—p. 216 <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"> Language: Ellipses to Indicate Omitted Text <p style="text-align: right;"><i>continued</i></p>

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Ellipses to Indicate Omitted Text • Instructional Videos <ul style="list-style-type: none"> ○ Ellipses to Indicate Omitted Text
Knowledge of Language	
<p>6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>6L3a: Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Varying Sentence Patterns—p. 242 <p><u>TEACHER'S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> • Varying sentence patterns in speech—p. 232 <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: Varying Sentence Patterns • Additional Practice <ul style="list-style-type: none"> ○ Varying Sentence Patterns • Instructional Videos <ul style="list-style-type: none"> ○ Varying Sentence Patterns
<p>6L3b: Maintain consistency in style and tone.</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><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

6TH Grade Language Standards | 6L

6TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL F / GRADE 6

Vocabulary Acquisition and Use

6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

6L4a: 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.

STUDENT EDITION/TEACHER’S EDITION

Language

- Context Clues—p. 38

TEACHER’S EDITION

Guided Instruction

- Cite Evidence (context clues)—TE pp. 12, 14, 16

Support English Language Learners

- Context clues—TE pp. 21, 38, 102

Guided Practice

- Use context clues—TE pp. 16, 134

DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Language: Context Clues

Chapter 4 Craft and Structure: Informational Texts

- Parent Resources
 - Home Connect Activity: Find Context Clues (graphic organizer)

6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

STUDENT EDITION/TEACHER’S EDITION

Language

- Greek and Latin Roots—p. 134
- Greek and Latin Affixes—p. 190

DIGITAL RESOURCES

Chapter 4 Craft and Structure: Informational Texts

- Instruction & Practice
 - Language: Greek and Latin Roots

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Instruction & Practice
 - Language: Greek and Latin Affixes

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</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 <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>Student Resources (each chapter)</p> <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"> Parent Resources <ul style="list-style-type: none"> Home Connect Activity: Find Context Clues (use a dictionary)/(graphic organizer)
<p>6L4d: 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>6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>6L5a: Interpret figurative language, including personification, in context.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Figures of Speech/Connotations (similes, metaphors, personification)—p. 102 <p>Cite Evidence</p> <ul style="list-style-type: none"> B: Personification—p. 110 <p><u>TEACHER'S EDITION</u></p> <p>Cite Evidence</p> <ul style="list-style-type: none"> A: Figures of speech—TE p. 80 B: Personification—TE p. 110 <p style="text-align: right;"><i>continued</i></p>

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><u>DIGITAL RESOURCES</u> 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
<p>6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Word Relationships—p. 158 <p><u>DIGITAL RESOURCE</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Word Relationships
<p>6L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations—p. 102 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Connotations of words and phrases—p. 76 • Cite Evidence: Connotations—pp. 78, 109, 119 <p><u>TEACHER’S EDITION</u> Comprehension Check</p> <ul style="list-style-type: none"> • Answer Explanations (connotations)—TE pp. 131 (2), 179 (3)
<p>6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Guided Practice</p> <ul style="list-style-type: none"> • Words to Know (studied words)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 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>Language</p> <ul style="list-style-type: none"> • Context Clues—p. 38 • Academic and Domain/Content-Specific Words—p. 70 • Figures of Speech/Connotations (similes, metaphors, personification)—p. 102 • Greek and Latin Roots—p. 134 • Word Relationships—p. 158 • Greek and Latin Affixes—p. 190 <p><u>TEACHER’S EDITION</u> 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 • Domain/Content-Specific 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

6TH Grade Language Standards | 6L

6 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<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 • Domain/Content-Specific Vocabulary—TE pp. 14, 20, 22, 28, 44, 46, 48, 50, 52, 62, 66, 60, 80, 82, 84, 86, 88, 90, 92, 98, 108, 110, 112, 114, 116, 118, 122, 124, 126, 128, 148, 150, 152, 164, 166, 168, 174, 176, 180, 182, 184, 186 • Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 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