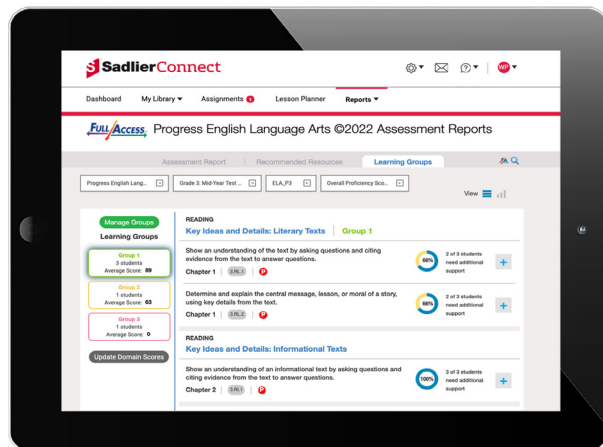
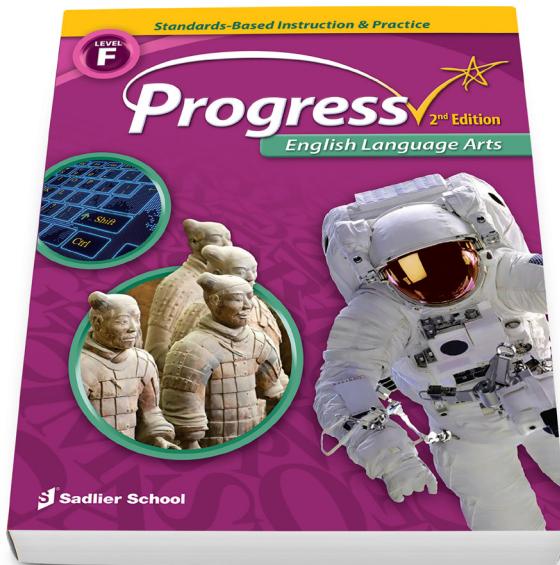


Progress

English Language Arts 2nd Edition

Correlation to the New Jersey Student Learning Standards for English Language Arts

Grade 6



Progress English Language Arts Full Access Bundle*

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*Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the New Jersey Student Learning Standards for English Language Arts.

Progress Indicators for Reading Literature

Key Ideas and Details

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Draw inferences based on evidence in a text. • Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (make inferences)—p. 37 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <p>GRADE 6 DIGITAL RESOURCES* 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 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “The Girl at the Water” (Historical Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “The Miller, His Son, and the Donkey” (Aesop Fable) • Instructional Videos <ul style="list-style-type: none"> ◦ Drawing Inferences • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth), pp. 1–5 <ul style="list-style-type: none"> ◦ 3rd Read: Make inferences—p. 4 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect On the Go: Inferences (graphic organizer)
<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Determine a theme of a text, citing key details. • Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question/Connect to the Theme (use details to help determine the theme)—p. 37 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <p>GRADE 6 DIGITAL RESOURCES* 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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Key Ideas and Details

GRADE 6 ENGLISH LANGUAGE ARTS 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 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) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing Literary Theme • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth), pp. 1-5 <ul style="list-style-type: none"> ◦ Infer the theme—p. 4 ◦ Complete the summary chart—p. 5 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect Activity: Title, Theme, and Summary (graphic organizer)
<p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9-10 <ul style="list-style-type: none"> ◦ Describe plot changes in a story and how these affect characters. • Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28-35 • Connect Across Texts <ul style="list-style-type: none"> ◦ Analyze Literary Elements (character, setting, plot, and theme)—p. 36 ◦ Connect to the Essential Question (how to follow events in the text to describe the plot)—p. 37 • Chapter 1 Review: “The Drummer” (Realistic Fiction)/“Hua Mulan” (Realistic Fiction)—pp. 39-40 <p><u>GRADE 6 DIGITAL RESOURCES*</u> 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/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth), pp. 1-5 <ul style="list-style-type: none"> ◦ Complete the summary chart (Who? What? Where? When? How?)—p. 5 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Key Ideas and Details

GRADE 6 ENGLISH LANGUAGE ARTS 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 1 Home Connect Conversation Starter: Beginning, Middle, End/Character Changes (graphic organizer)

Craft and Structure

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 3 Craft and Structure Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 73–74 <ul style="list-style-type: none"> ◦ Determine the meaning of words as they are used in a text. • Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (how figurative language and how certain words affect meaning and tone)—p. 101 • Language <ul style="list-style-type: none"> ◦ Figures of Speech/Connotations—p. 102 • Chapter 3 Review: “Paris and Menelaus” (Epic)/“Hector and Andromache” (Epic)—pp. 103–104 <p><u>GRADE 6 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"> ◦ 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/Lesson Plan <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 <ul style="list-style-type: none"> ◦ 2nd Read: Focus on words and phrases—p. 3 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect On the Go: Word Choices: Vivid, Descriptive, Connotations (graphic organizer)

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 73–74 <ul style="list-style-type: none"> ◦ Analyze how different parts of a text contribute to a story’s theme, setting, or plot. • Analyzing Text Structure: From “The Iliad,” Retold by Alfred Church (Epic)—pp. 84–91 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (how certain scenes contribute to the development of a story)—p. 101 • Chapter 3 Review: “Paris and Menelaus” (Epic)/“Hector and Andromache” (Epic)—pp. 103–104 <p>GRADE 6 DIGITAL RESOURCES* 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) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “The Horse of Wood (Retold by Alfred Church, from the <i>Aeneid</i> by Virgil)” (Epic) <ul style="list-style-type: none"> ◦ 2nd Read: Dramatic text structure—p. 3 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Conversation Starter: Development of the Theme (graphic organizer)
<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 73–74 <ul style="list-style-type: none"> ◦ Analyze how an author develops/contrasts points of view of characters or narrators in a text. • Explaining Point of View: “The Three Questions” (Ancient Folk Tale from Ceylon)—pp. 92–107 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (points of view of the characters)—p. 101 • Chapter 3 Review: “Paris and Menelaus” (Epic)/“Hector and Andromache” (Epic)—pp. 103–104 <p>GRADE 6 DIGITAL RESOURCES* 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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 6 ENGLISH LANGUAGE ARTS 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 3 Explaining Point of View: “The Tour” (Adventure) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Point of View: “The King’s Master Sculptor” (Historical Fiction) • Close Reading Practice/Lesson Plan <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 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Activity: Narrator Point of View (graphic organizer)

Integration of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 137-138 <ul style="list-style-type: none"> ◦ Find similarities and differences in different versions of the same story. • Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star” (Movie Review)/“Space Station (Science Fiction)—pp. 140-147 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (comparing and contrasting versions of stories)—p. 157 • Chapter 5 Review: “The HMS Challenger” (Historical Narrative)/“Sea Fever” (Poem)—pp. 159-160 <p>GRADE 6 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 Versions • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Versions: “Up Crawford Path” (Poem)/“Together in Adventure” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Versions: “In the Year 1275” (excerpt) (Historical Fiction)/“1275” (Movie Review) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Integration of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS 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"> ◦ Comparing and Contrasting Versions • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 “The Bathysphere” (Historical Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect Activity: Compare Original Text and Multimedia Version (graphic organizer)
<p>RL.6.8. Not applicable to literature.</p>	
<p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 137–138 <ul style="list-style-type: none"> ◦ Find similarities and differences in topics or themes across different genres. • Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 148–155 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (comparing and contrasting the themes of different stories)—p. 157 • Chapter 5 Review: “The HMS Challenger” (Historical Narrative)/“Sea Fever” (Poem)—pp. 159–160 <p><u>GRADE 6 DIGITAL RESOURCES*</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"> ◦ 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/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 “The Bathysphere” (Historical Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect On the Go: Compare Fictional and Historical Accounts (graphic organizer)

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Progress Indicators for Reading Literature

Range of Reading and Level of Text Complexity

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Literature Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 “Jabberwocky” by Lewis Carroll (Poem)/The Walrus and the Carpenter” by Lewis Carroll (Poem), pp. 12–19, “My Cousin’s Quinceañera” (Realistic Fiction), pp. 20–27, “The Man Who Loved to Laugh: A Retelling of an African Folktale” (Drama), pp. 28–35 • Chapter 3 “Why the Sea Moans” (Traditional Tale from Brazil), pp. 76–83, From “The Iliad,” Retold by Alfred Church (Epic), pp. 84–91, “The Three Questions” (Ancient Folk Tale from Ceylon), pp. 92–99 • Chapter 5 “Space Station” (Movie Review), pp. 140–147, “The Moon Is Not for Me” (Poem), pp. 148–155 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Key Ideas and Details: Literary Texts—“The Girl at the Water” (Historical Fiction); “The Hawk and the Hokioi” (Maori Fable from New Zealand); “Loki and the Golden Wig” (Scandinavian Myth) ○ Chapter 3 Craft and Structure Literary Texts—“Connected to the Past” (Realistic Fiction); “The Hero Twins and Seven Macaw” (Ancient Mayan Myth); “The Tour” (Adventure) ○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—“Up Crawford Path” (Poem)/“Together in Adventure” (Realistic Fiction); “Marco Millions” (Drama)/“Cave Pearls” (Fantasy) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “The Miller, His Son, and the Donkey” (Aesop Fable); “Penelope the Weaver” (Greek Myth); “Min Sun’s Simple Clothes” (Drama) ○ Chapter 3 “Memories of My School Days in Sumer” (Memoir); “The Brahman, the Bear, and the Three Judges” (Indian Fable); “The King’s Master Sculptor” (Historical Fiction) ○ Chapter 5 “In the Year 1275” – (excerpt) (Historical Fiction)/“1275” (Movie Review); “In the Year 1275” – (excerpt) (Historical Fiction)/“The Farewell” – by Khalil Gibran, 1923 (Poetry) ○ Chapter 5 “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review) • Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Jabberwocky” (Poem) ○ Chapter 3 “My Trip to China” (Fantasy) ○ Chapter 5 “Space Station: Special Effects Are the Star” (Movie Review)

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Progress Indicators for Reading Informational Text

Key Ideas and Details

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Cochineal and Fabric Dyeing” (Magazine Article)—pp. 44–51 • Chapter 2 Review: “A Special Nut” (Explanatory Text)/“FLAVR SAVR Tomato” (Explanatory Text)—pp. 71–72 <p>GRADE 6 DIGITAL RESOURCES* Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “The Real Me” (Personal Essay) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Radio in the Early Twentieth Century” (Explanatory Text) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Alan Turing: Codebreaker” (Biography/Historical Nonfiction) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Inferences (graphic organizer)
<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION 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>GRADE 6 DIGITAL RESOURCES* 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 • 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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Key Ideas and Details

GRADE 6 ENGLISH LANGUAGE ARTS 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 Activity: Central Ideas and Supporting Details (graphic organizer)
<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> 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 • Chapter 2 Review: “A Special Nut” (Explanatory Text)/“FLAVR SAVR Tomato” (Explanatory Text)—pp. 71–72 <p><u>GRADE 6 DIGITAL RESOURCES*</u> 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

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Academic and Domain-Specific Words—p. 70 • Figures of Speech/Connotations—p. 102 • Word Relationships—p. 158 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Craft and Structure

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Chapter 4 Craft and Structure Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 105–106 <ul style="list-style-type: none"> ◦ Learn and use new academic and content-area vocabulary. • 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>GRADE 6 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/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text) <ul style="list-style-type: none"> ◦ 2nd Read: Focus on the words and phrases—p. 3 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect On the Go: Figurative Language (graphic organizer)
<p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 4 Craft and Structure Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 105–106 <ul style="list-style-type: none"> ◦ Analyze how an author organizes information and uses that organization to develop ideas in a text. • Analyzing Text Structure: “Flash Floods!” (Scientific Text)—pp. 116–123 • Chapter 4 Review: “Population” (Informational Text)/“Space Colonies” (Informational Text)—pp. 135–136 <p>GRADE 6 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) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Craft and Structure

GRADE 6 ENGLISH LANGUAGE ARTS 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"> ◦ Chapter 4 Analyzing Text Structure • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text) <ul style="list-style-type: none"> ◦ 2nd Read: Identify text structure—p. 3 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect Activity: Organization/Structure of Text (graphic organizer)
<p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 4 Craft and Structure Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 105–106 <ul style="list-style-type: none"> ◦ Determine an author’s point of view and purpose in a text. • Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–131 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (how the author’s point of view can affect what the reader thinks about a topic)—p. 133 • Chapter 4 Review: “Population” (Informational Text)/“Space Colonies” (Informational Text)—pp. 135–136 <p>GRADE 6 DIGITAL RESOURCES* 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 Author’s Point of View or Purpose • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Author’s Point of View or Purpose: “Save Our Everglades!” (Editorial) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Author’s Point of View or Purpose: “Alfred Wegener” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Determining Author’s Point of View and Purpose • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text) <ul style="list-style-type: none"> ◦ 3rd Read: Author’s main point of view—p. 4 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect Conversation Starter: Compare Two Points of View (graphic organizer)

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 161-162 <ul style="list-style-type: none"> ◦ Compare a text to an audio, video, or multimedia version of it. • Integrating Information from Different Sources: “Primary Elections” (Web Article)—pp. 164-171 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (integrating information in different formats,)—p. 189 • Chapter 6 Review: “FDR” (Biography)/“FDR’s First Inaugural Address” (Speech)—pp. 191-192 <p>GRADE 6 DIGITAL RESOURCES* 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/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect On the Go: Compare Print and Audio or Video Versions (graphic organizer)
<p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 161-162 <ul style="list-style-type: none"> ◦ Distinguish among facts, opinions, reasoned judgments, and speculation. • Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 172-179 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (evaluating an argument)—p. 189 • Chapter 6 Review: “FDR” (Biography)/“FDR’s First Inaugural Address” (Speech)—pp. 191-192 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>GRADE 6 DIGITAL RESOURCES* 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"> ◦ Chapter 6 Evaluating an Argument: “Speech to Troops at Tilbury” – Adapted from the original text by Queen Elizabeth I (Speech) • Instructional Videos <ul style="list-style-type: none"> ○ Evaluating an Argument • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 6 “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect Conversation Starter: Pros and Cons of an Argument (graphic organizer)
<p>RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 161-162 <ul style="list-style-type: none"> ○ Analyze how two authors writing about the same topic emphasize different evidence in support of their claims. • Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)—pp. 180-187 • Connect Across Texts <ul style="list-style-type: none"> ○ Compare and Contrast Texts—p. 188 • Connect Across Texts <ul style="list-style-type: none"> ○ Connect to the Essential Question (comparing and contrasting the presentation of events in different texts)—p. 189 • Chapter 6 Review: “FDR” (Biography)/“FDR’s First Inaugural Address” (Speech)—pp. 191-192 <p>GRADE 6 DIGITAL RESOURCES* 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) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 6 Comparing and Contrasting Presentation of Events: “Speech to Troops at Tilbury” – Adapted from the original text by Queen Elizabeth I (Biography)/“Queen Elizabeth I” (Biography) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 6 “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect Activity: Compare Differing Opinions on the Same Topic (graphic organizer)

Range of Reading and Level of Text Complexity

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Informational Text Reading Selections</p> <ul style="list-style-type: none"> • Chapter 2 “Cochineal and Fabric Dyeing” (Science Magazine Article), pp. 44–51, “The History of the Automobile” (Explanatory Text), pp. 52–59, “Growing GM Plants” (Technical Text/Procedural), pp. 60–67 • Chapter 4 “What Are Earth’s Systems?” (Technical Science Article), pp. 108–115, “Flash Floods!” (Scientific Text), pp. 116–123, “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece), pp. 124–131 • Chapter 6 “Primary Elections” (Web Article), pp. 164–171, “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech), pp. 172–179, “Abraham Lincoln: Wartime President” (Biography), pp. 180–187 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 “The Real Me” (Personal Essay); “Public Health Professions for the 21st Century” (Informational Packet); “Modern Maps: A New Way of Seeing the World” (Magazine Article) ○ Chapter 4 “The Importance of Water” (Speech); “Drop by Drop” (Website); “Save Our Everglades!” (Editorial) ○ Chapter 6 “Safe Streets Come First” (Opinion Piece)/“Protest at Town Meeting” (News Article); “The Young People’s Leadership Academy” (Mission Statement); “The Cuban Missile Crisis” (Encyclopedia Article)/“Inside the Crisis” (Book Excerpt) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Range of Reading and Level of Text Complexity

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 2 “Radio in the Early Twentieth Century” (Explanatory Text); “The Assembly Line” (Explanatory Essay); “The Rise and Fall of 3D Movies” (Informational Essay) ○ Chapter 4 “Carolus Linnaeus” (Expository Nonfiction); “From Chicago to Cloud Forests” (Expository Nonfiction); “Alfred Wegener” (Expository Nonfiction) ○ Chapter 6 “Florence Nightingale” (Web Article); “Speech to Troops at Tilbury” – Adapted from the original text by Queen Elizabeth I (Speech); “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 2 “Blood Types” (Science Magazine Article) ○ Chapter 4 “Saving the Ozone Layer” (Technical Text) ○ Chapter 6 “Primary Elections” (Web Article)

Progress Indicators for Writing

Text Types and Purposes

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 235–237 • Analyze a student model then outline and write a first draft—pp. 238–241 • Assignment: Write the final draft—p. 248 <p>GRADE 6 TEACHER’S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 237A • Genre: Opinion Piece—TE p. 238 • Analyze a Student Model—TE pp. 238–240 • Evaluate a Writer’s Work—TE p. 240 <p>GRADE 6 DIGITAL RESOURCES* Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 10 Home Connect Conversation Starter: Opinion and Reasons (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Additional online instructional support for Chapter 10—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos <p><i>Related content</i></p> <p><u>GRADE 6 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>GRADE 6 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
<p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 238, 241 • Title—pp. 238, 241 • Introduction (present the claim/state your opinion)—pp. 238, 241 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> • Ideas and Voice <ul style="list-style-type: none"> • Have I clearly stated my purpose for writing? • Organization and Coherence <ul style="list-style-type: none"> • Does the beginning introduce the topic clearly?
<p>W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Credible Sources (provide evidence to support claims by using reliable information sources)—pp. 239, 241 • Reasons/Evidence (provide facts to support your claims)—pp. 240, 241 • Counterargument as Evidence—pp. 240, 241 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>GRADE 6 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> • Ideas and Voice <ul style="list-style-type: none"> • Have I included enough accurate and reliable information?
<p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Language Linking Opinions and Reasons (use words and phrases to clarify relationships)—pp. 239, 240, 241 <p>GRADE 6 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words and transitions to connect and clarify ideas within and across paragraphs?
<p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Introduction (maintain a formal tone)—p. 238 • Maintain a formal style and tone—p. 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>GRADE 6 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: 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 style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

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	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> • Word Choice <ul style="list-style-type: none"> • Have I used formal English and avoided slang or informal language? ◦ Step 4 Editing: Editing Checklist—p. 8 <ul style="list-style-type: none"> • Sentences <ul style="list-style-type: none"> • I have maintained consistency in the style and tone.
<p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Conclusion (summarize the reasons and evidence)—pp. 240, 241 <p><u>GRADE 6 DIGITAL RESOURCES*</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—p. 6 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Do I have a concluding section that follows from the information I presented?
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 207-209 • Analyze a student model then outline and write a first draft—pp. 210-213 • Assignment: Write the final draft—p. 220 <p><u>GRADE 6 TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 209A • Genre: Informative/Explanatory Text—TE p. 210 • Analyze a Student Model—TE pp. 210-212 • Evaluate a Writer's Work—TE p. 254 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer) <p>Additional online instructional support for Chapter 8—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

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	<p style="text-align: center;"><i>EVIDENCE-BASED ESSAYS</i></p> <p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 221–223 • Analyze a student model then outline and write a first draft—pp. 224–227 • Assignment: Write the final draft—p. 234 <p><u>GRADE 6 TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 223A • Genre: Evidence-Based Essays—TE p. 224 • Analyze a Student Model—TE pp. 224–226 • Evaluate a Writer’s Work—TE p. 226 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect Conversation Starter: Main Idea and Details (graphic organizer) <p>Additional online instructional support for Chapter 9—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos <p style="text-align: center;"><i>RESEARCH REPORTS</i></p> <p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: 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, conduct research/take notes, then outline and write a first draft—pp. 252–257 • Assignment: Write the final draft—p. 262 <p><u>GRADE 6 TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 251A • Genre: Research Report—TE p. 252 • Analyze a Student Model—TE pp. 252–254 • Evaluate a Writer’s Work—TE p. 254 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 11 Home Connect On the Go: Research and Record Facts (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Additional online instructional support for Chapter 11—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos
<p>W.6.2.A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 210, 213, 224, 227, 252, 256 • Introduction (introducing the topic)—pp. 210, 213, 224, 227, 252, 256 • Information Organized by Idea (develop the topic by grouping and exploring ideas related to it)—pp. 210, 213 • Formatting—p. 211 • Graphics—pp. 212, 226, 254 • Organization (organized by sequence of events)—p. 224 • Organization of Information (subheads describe the content of each section)—p. 253 <p>GRADE 6 TEACHER'S EDITION Digital Connection</p> <ul style="list-style-type: none"> • Using Multimedia (go online to look for images, videos, and audio that will help bring student writing to life/turn essays into a series of slides)—TE p. 220 <p>GRADE 6 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Does the beginning introduce the topic clearly?/Is the information presented in a logical fashion? ◦ Step 5 Producing, Publishing, and Presenting—p. 12 <ul style="list-style-type: none"> • Use multimedia/add visuals and text features to enhance writing
<p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Development with Facts and Details—pp. 211, 213, 225, 227, 252, 256 • Supporting Evidence—pp. 225, 227, 256 <p>GRADE 6 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> • Ideas and Voice <ul style="list-style-type: none"> • Have I included enough accurate and reliable information?

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Progress Indicators for Writing

Text Types and Purposes

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Style and Transition (link your ideas so the reader can follow your logic)—pp. 211, 213 • Transitions (connect ideas from one paragraph to another and within a paragraph by using transition words and phrases)—pp. 226, 227, 252, 53, 256 <p>GRADE 6 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 ◦ Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words and transitions to connect and clarify ideas within and across paragraphs? <p><i>Other grade</i></p> <p>GRADE 5 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: Transitional Words and Phrases • Additional Practice <ul style="list-style-type: none"> ◦ Transitional Words and Phrases • Instructional Videos <ul style="list-style-type: none"> ◦ Transitional Words and Phrases
<p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Precise Language—pp. 212, 213, 225, 227 • Domain-Specific Vocabulary (use precise language and a formal style to explain your ideas, including domain-specific words when necessary)—pp. 225, 227 • Language (use domain-specific language)—pp. 253, 256 <p>Language</p> <ul style="list-style-type: none"> • Conventions of English: Use precise language—pp. 216–217 <p>GRADE 6 TEACHER'S EDITION Words to Know</p> <ul style="list-style-type: none"> • Domain-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>GRADE 6 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 ◦ Word Choice <ul style="list-style-type: none"> • Have I used specialized terms correctly and checked their definitions? <p style="text-align: right;"><i>continued</i></p>

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Text Types and Purposes

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	<ul style="list-style-type: none"> • Have I provided definitions for terms readers might not know? <p><i>Other grade</i></p> <p>GRADE 7 DIGITAL RESOURCES**</p> <p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Expressing Ideas Precisely and Concisely • Additional Practice <ul style="list-style-type: none"> ◦ Expressing Ideas Precisely and Concisely • Instructional Videos <ul style="list-style-type: none"> ◦ Expressing Ideas Precisely and Concisely
<p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Style and Transition (use and maintain a formal style)—pp. 211, 213 • Language (use a formal style and language that is specific to the subject of the report)—pp. 253, 256 <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>GRADE 6 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 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>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Word Choice <ul style="list-style-type: none"> • Have I used formal English and avoided slang or informal language? <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> ○ Step 4 Editing: Editing Checklist—p. 8 ○ Sentences <ul style="list-style-type: none"> • I have maintained consistency in the style and tone.
<p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Conclusion (sum up the central idea of the essay)—pp. 212, 213, 226, 227, 254, 256 <p>GRADE 6 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist—p. 6 ○ Organization and Coherence <ul style="list-style-type: none"> • Do I have a concluding section that follows from the information I presented?
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION 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 first draft—pp. 196–199 • Assignment: Write the final draft—p. 206 <p>GRADE 6 TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 • Analyze a Student Model—TE pp. 196–198 • Evaluate a Writer's Work—TE p. 198 <p>GRADE 6 DIGITAL RESOURCES* Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 7 Home Connect On the Go: Prewriting Chart (graphic organizer) <p>Additional online instructional support for Chapter 7—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos
<p>W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 196, 199 • Title (give the reader a sense of the topic while generating interest)—p. 196 <p style="text-align: right;"><i>continued</i></p>

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Text Types and Purposes

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	<ul style="list-style-type: none"> • Introduction (introduce the topic, narrator/engage the reader’s attention)—p. 196 • Organization (use an organization in which the sequence of events unfolds naturally)—p. 197 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 3 <ul style="list-style-type: none"> • Planning and Research <ul style="list-style-type: none"> • Start by thinking about a character, a setting, and a problem the character might have. • Show the order of events in the story.
<p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Descriptive Details (convey experiences and events effectively)—p. 197, 199 • Pacing (keep your reader engaged)—pp. 198, 199 <p>GRADE 6 TEACHER’S EDITION</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfictional Narrative (develop setting, events, and characters)—TE p. 196 <p>Review</p> <ul style="list-style-type: none"> • Describing Plot (describes characters (including the narrator) and plot events the same as in a story or novel)—TE p. 196
<p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Transition Words and Phrases (use transition words to signal shifts in time or place)—pp. 197, 199 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words and transitions to connect and clarify ideas within and across paragraphs? <p><i>Other grade</i></p> <p>GRADE 5 DIGITAL RESOURCES**</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Transitional Words and Phrases <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

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	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Transitional Words and Phrases • Instructional Videos <ul style="list-style-type: none"> ◦ Transitional Words and Phrases
<p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Descriptive Details (use precise language/sensory language to engage the reader)—pp. 196, 197, 199 • Pacing (describe events in a clear, concise way)—p. 198 <p><u>GRADE 6 TEACHER'S EDITION</u> 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, 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, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Word Choice <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>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Conclusion (the narrative concludes with a paragraph that follows from what came before.)—pp. 198, 199 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Organization and Coherence <ul style="list-style-type: none"> • Do I have a concluding section that follows from the information I presented?

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Progress Indicators for Writing

Production and Distribution of Writing

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 193–195 • Analyze a student model then outline and write a first draft—pp. 196–199 • Assignment: Write the final draft—p. 206 <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 207–209 • Analyze a student model then outline and write a first draft—pp. 210–213 • Assignment: Write the final draft—p. 220 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 221–223 • Analyze a student model then outline and write a first draft—pp. 224–227 • Assignment: Write the final draft—p. 234 <p>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 write a first draft—pp. 238–241 • Assignment: Write the final draft—p. 248 <p>Chapter 11 Research to Build and Present Knowledge: 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, conduct research/take notes, then outline and write a first draft—pp. 252–257 • Assignment: Write the final draft—p. 262

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Production and Distribution of Writing

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<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>GRADE 6 TEACHER’S EDITION</p> <p>Writing Handbook Direct students to the online <i>Writing Handbook</i> for detailed instruction on planning, drafting, revising, and editing their writing.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251 <p>Evaluate a Writer’s Work Students work in pairs/group discussions.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 198; Chapter 8, TE p. 212; Chapter 9, TE p. 226; Chapter 10, TE p. 240; Chapter 11, TE p. 254 <p>Create: Organizational Structure Brainstorming, Planning, Drafting.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255 <p>Introduce the Writing Process Good writing happens in stages.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255 <p>Writing Process Summary Planning, Drafting, Rubrics.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 1: Planning Step 2: Drafting Step 3: Revising Step 4: Editing Step 5: Producing, Publishing, and Presenting
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>GRADE 6 TEACHER’S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> Examining Poetry (use the Internet to find more examples of Lewis Carroll’s poetry)—TE p. 15 Viewing Videos Online—TE p. 47 Online Research (research fairy tales and fables)—TE p. 79 Using Online Tools (NOAA website)—TE p. 111 Video Clips (performances of literary works/Shakespearean play)—TE p. 143 Primary Debate Videos—TE p. 167 Publishing Online—TE p. 206 Using Multimedia Features (images, videos, audio, interactive whiteboard, tablet, computer)—TE p. 220 Class Blog—TE p. 234 Promoting Through Social Media—TE p. 248 Publishing Online (use digital tools/include graphic components)—TE p. 262 <p style="text-align: right;"><i>continued</i></p>

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Production and Distribution of Writing

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>GRADE 6 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Planning and Research—p. 2 <ul style="list-style-type: none"> • Find Supporting Evidence (reliable websites) • Digital Tips (voice memo function/outlining software) ◦ Researching Your Topic—p. 4 <ul style="list-style-type: none"> • Where to Look (library or Internet) • How to Search (use search terms) • How to Judge (credible online sources) • How to Take Notes (create individual files) • How to Cite Sources (online sources) ◦ Digital Integration <ul style="list-style-type: none"> • Review how to download online documents and to create folders for storing them on their computers/ how to use the bookmarking function on a classroom computer’s search engine. ◦ Step 2: Drafting <ul style="list-style-type: none"> ◦ Digital Integration <ul style="list-style-type: none"> • Use a word processing program to easily add, move, and delete content and save multiple versions of drafts. ◦ Step 3: Revising <ul style="list-style-type: none"> ◦ Read your draft from the computer screen and enter changes as you go. ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Digital Integration <ul style="list-style-type: none"> • Visit online editing and proofreading sites. ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Digital Connection <ul style="list-style-type: none"> • Use an infographic-making application to turn data from your research report into colorful graphics. ◦ Assignment: Digital Presentation <ul style="list-style-type: none"> • Publish in a digital format, such as blog entry with photographs or an online slide show with a musical soundtrack. Tablet users can use apps to create eBooks with text and images.

Research to Build and Present Knowledge

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check—p. 249 <ul style="list-style-type: none"> ◦ Conduct a research project. <p style="text-align: right;"><i>continued</i></p>

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Research to Build and Present Knowledge

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	<ul style="list-style-type: none"> • Home Connect (ask questions/decide on a topic/gather facts and details from several sources)—p. 250 • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 252–257 • Assignment: Write the final draft—p. 262 <p>GRADE 6 TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Critical Response (research history of cars)—TE p. 68 • Investigate (research/create presentations)—TE p. 115 • Hypothesize (research FEMA/summarize research for class presentation)—TE p. 123 • Investigate and Assess (research destruction of Earth systems)—TE p. 132 • Critical Response (research the Library of Congress for transcripts/compare Lincoln’s speeches to modern speeches)—TE p. 188 <p>Digital Connection</p> <ul style="list-style-type: none"> • Online Research—TE p. 79 • Using Online Tools—TE p. 111 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 2–4 <ul style="list-style-type: none"> ◦ Why am I writing? (identify questions about a topic/ research the answers in multiple sources) ◦ What is my purpose? (answer questions that came up during planning and research) ◦ Researching Your Topic <ul style="list-style-type: none"> • Where to Look • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Assignment: Planning (consult several credible and current sources to learn about the topic and develop a list of research questions)—pp. 1 and 2
<p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Gather evidence from credible and reliable information sources—p. 239 <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Taking notes (record source/summarize or paraphrase information)—p. 255 <p style="text-align: right;"><i>continued</i></p>

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Research to Build and Present Knowledge

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>GRADE 6 TEACHER'S EDITION</p> <p>Create: Note-Taking</p> <ul style="list-style-type: none"> Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 255 <p>Peer Collaboration</p> <ul style="list-style-type: none"> Have students work in teams on research reports—TE p. 255 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Researching Your Topic—p. 4 <ul style="list-style-type: none"> Where to Look How to Search How to Judge How to Take Notes How to Cite Sources Research Tips: Sources <ul style="list-style-type: none"> Current Credible Reliable Well-written Balanced and unbiased Step 4: Editing <ul style="list-style-type: none"> Editing Tips—p. 10 <ul style="list-style-type: none"> Using Quotations (avoid plagiarism) Citing Sources (a Works Cited or Bibliography page should appear at the end of your paper) Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> Finding Supporting Evidence Researching Your Topic Digital Integration Support English Language Learners Step 4: Editing—pp. 9 and 10 <ul style="list-style-type: none"> Quotations and Citations
<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>W.6.9.A. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Literary Texts: Chapters 1, 3, 5</p> <ul style="list-style-type: none"> Guided Instruction <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 style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Research to Build and Present Knowledge

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Independent Practice <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 • Connect Across Texts <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>GRADE 6 TEACHER’S EDITION Literary Texts: Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Independent Practice <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>Extend Thinking</p> <ul style="list-style-type: none"> • Critique (critique a short story)—TE p. 147 <p>Literary Text</p> <ul style="list-style-type: none"> • Evaluate a Writer’s Work—TE p. 198
<p>W.6.9.B. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Informational Texts: Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Guided Instruction <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 • Independent Practice <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 • Connect Across Texts <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>GRADE 6 TEACHER’S EDITION Informational Texts: Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Independent Practice <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>Informational Texts</p> <ul style="list-style-type: none"> • Evaluate a Writer’s Work—TE p. 212, 226, 240, 254

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Progress Indicators for Writing

Range of Writing

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts (write a brief essay)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188 • Support a Claim (write a brief essay)—Chapter 4, p. 132 • Connect to the Essential Question/Connect to the Theme (answer short essay questions)—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>Write About It</p> <ul style="list-style-type: none"> • Students write to a short response to the reading selection(s) in the Chapter Review—Chapter 1, p. 40; Chapter 2, p. 72; Chapter 3, p. 104; Chapter 4, p. 136; Chapter 5, p. 160; Chapter 6, p. 192 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 193-195 • Analyze a student model then outline and write a first draft—pp. 196-199 • Assignment: Write the final draft—p. 206 <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 207-209 • Analyze a student model then outline and write a first draft—pp. 210-213 • Assignment: Write the final draft—p. 220 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 221-223 • Analyze a student model then outline and write a first draft—pp. 224-227 • Assignment: Write the final draft—p. 234 <p>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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Range of Writing

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 238–241 Assignment: Write the final draft—p. 248 <p>Chapter 11 Research to Build and Present Knowledge: 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, conduct research/take notes, then outline and write a first draft—pp. 252–257 Assignment: Write the final draft—p. 262

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>GRADE 6 TEACHER’S EDITION</p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 3, TE p. 97; Chapter 4, TE p. 129; Chapter 6, TE p. 169; Chapter 6, TE p. 177; Chapter 7, TE p. 202; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 245; Chapter 11, TE p. 255; Chapter 11, TE p. 259 <p>Discussion Skills</p> <ul style="list-style-type: none"> Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 <p>Turn and Talk</p> <ul style="list-style-type: none"> Chapter 1, TE p. 17; Chapter 3, TE p. 89; Chapter 6, TE p. 185
<p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> 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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (be prepared for small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Come to the discussion prepared and stay on the topic?—p. 204 <p><u>GRADE 6 TEACHER’S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Prepare in advance for discussion—Chapter 1, TE p. 33; Chapter 2, TE p. 65; Chapter 5, TE p. 153 <p><u>GRADE 6 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 (come prepared/read in advance text to be discussed/prepare questions)
<p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><u>GRADE 6 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/Return to the Essential Question (small group/class discussion; follow discussion rules)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Help define individual roles during discussions?—p. 204 <p><u>GRADE 6 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 4, TE p. 121 • Follow rules of collegial discussion— Chapter 7, TE p. 204; Chapter 11, TE p. 260 <p><u>GRADE 6 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)

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>SL.6.1.C. 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>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to Theme (pose/answer questions using evidence from chapter texts in 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/Return to the Essential Question (questions asked and answered in 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>GRADE 6 TEACHER’S EDITION</u> Peer Collaboration</p> <ul style="list-style-type: none"> Ask/respond to questions then discuss answers, making changes as warranted—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"> Pose questions/respectfully request evidence, clarification, elaboration, rephrasing, and examples as needed—Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Listen attentively/ask and answer 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>Reciprocal Teaching</p> <ul style="list-style-type: none"> Questioner will pose questions—TE p. 25, 57 <p><u>GRADE 6 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 (ask questions and respond to others’ questions and comments)
<p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><u>GRADE 6 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 style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss/Return to the Essential Question <ul style="list-style-type: none"> ◦ Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Revise my own views when presented with new evidence or information?—p. 204 ◦ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <ul style="list-style-type: none"> ◦ Ideas I Agree or Disagree With ◦ New Ideas I Had During Discussion ◦ Questions I Asked ◦ Questions I Answered <p>GRADE 6 TEACHER’S EDITION</p> <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, TE p. 17; Chapter 3, TE p. 89; Chapter 6, TE p. 185 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listen attentively and ask questions/ elicit responses from students of different cultural backgrounds—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Consider multiple opinions, ask questions—TE p. 89 • Take either sides of an argument—TE p. 129 • Form opinions/revoice to check for understanding—TE p. 145 • Participate in a mock debate—TE p. 169 • Use textual support of various opinions—TE p. 185 • Agree or disagree—TE p. 218 • Identify claims that lack support—TE p. 246 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Discuss answers to questions and then make changes to answers when warranted based on partner feedback—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>GRADE 6 DIGITAL RESOURCES*</p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (acknowledge new information/changing viewpoints)

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION 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>GRADE 6 DIGITAL RESOURCES* 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 Activity: Compare Versions of a Story and Movie (graphic organizer)
<p>SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION 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/Return to the Essential Question <ul style="list-style-type: none"> Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> Did I? Identify claims supported by reasons and evidence? Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <ul style="list-style-type: none"> Ideas I Agree or Disagree With New Ideas I Had During Discussion Questions I Asked Questions I Answered <p>GRADE 6 TEACHER’S EDITION Discussion Skills</p> <ul style="list-style-type: none"> Evaluate whether the author covered the topic effectively—TE p. 121 Form opinions/revoice to check for understanding—TE p. 145 Identify claims that lack support—TE p. 246 <p>Review</p> <ul style="list-style-type: none"> Evaluating an Argument (evaluate and discuss the argument based on the claims and supporting reasons and evidence)—TE p. 182 <p>GRADE 6 DIGITAL RESOURCES* Chapters 7–11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (explain a speaker’s argument and specific claims) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p><i>Related content</i></p> <p>GRADE 6 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>GRADE 6 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 Conversation Starter: Opinions, Reasons, and Evidence (graphic organizer)

Presentation of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss/Return to the Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> ◦ 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>GRADE 6 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>GRADE 6 DIGITAL RESOURCES* Chapters 7-11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips (giving an oral presentation)—p. 12 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking and Listening Presentation—pp. 11 and 12 <ul style="list-style-type: none"> • 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 <p><i>Related content (improve phrasing, expression, intonation, rate, and accuracy)</i></p> <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Fluency Practice (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Fluency Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Jabberwocky” (Poem) ◦ Chapter 2 “Blood Types” (Science Magazine Article) ◦ Chapter 3 “My Trip to China” (Fantasy) ◦ 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) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> Fluency Practice: Teaching Suggestions 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>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>GRADE 6 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"> Investigate and Assess (create a multimedia class presentation)—TE p. 132 <p>Digital Connection: Using Multimedia</p> <ul style="list-style-type: none"> Video Clips—TE p. 143 Using Multimedia Features—TE p. 220 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>GRADE 6 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>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER’S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> Did I? Use formal English when appropriate? <p>Language</p> <ul style="list-style-type: none"> Variations of English (standard/nonstandard)—pp. 214–215 <p>GRADE 6 TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 6 ENGLISH LANGUAGE ARTS 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>GRADE 6 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) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Have I used formal English and avoided slang or informal language?

Progress Indicators for Language

Conventions of Standard English

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Case of Pronouns—pp. 200–202 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>GRADE 6 DIGITAL RESOURCES* 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 <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> ◦ Grammar <ul style="list-style-type: none"> • All pronouns match the number and case of the nouns they replace—p. 8
<p>L.6.1.B. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Intensive Pronouns—p. 203 <p>GRADE 6 DIGITAL RESOURCES* 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: Intensive Pronouns • Additional Practice <ul style="list-style-type: none"> ◦ Intensive Pronouns • Instructional Videos <ul style="list-style-type: none"> ◦ Intensive Pronouns <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> ◦ Grammar <ul style="list-style-type: none"> • Intensive pronouns have been used correctly—p. 8
<p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Pronoun Number and Person—pp. 228–229 <p>GRADE 6 DIGITAL RESOURCES* 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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> ◦ Grammar <ul style="list-style-type: none"> • All pronouns match the number and case of the nouns they replace—p. 8
<p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Vague Pronouns—pp. 230–231 <p><u>GRADE 6 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: Vague Pronouns • Additional Practice <ul style="list-style-type: none"> ◦ Additional Practice: Vague Pronouns • Instructional Videos <ul style="list-style-type: none"> ◦ Vague Pronouns <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> ◦ Grammar <ul style="list-style-type: none"> • All pronouns have clear antecedents—p. 8
<p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Variations of English—pp. 214–215 • Conventions of English—p. 216 <p><u>GRADE 6 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: Variations of English ◦ Language: Conventions of English • Additional Practice <ul style="list-style-type: none"> ◦ Variations of English ◦ Conventions of English • Instructional Videos <ul style="list-style-type: none"> ◦ Variations of English ◦ Conventions of English

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Progress Indicators for Language

Conventions of Standard English

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Punctuation of Nonrestrictive/Parenthetical Elements (commas, dashes, parentheses)—pp. 244–245 • Restrictive and Nonrestrictive Elements—pp. 257–258 <p><u>GRADE 6 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: Punctuation of Nonrestrictive/Parenthetical Elements • Additional Practice <ul style="list-style-type: none"> ○ Punctuation of Nonrestrictive/Parenthetical Elements • Instructional Videos <ul style="list-style-type: none"> ○ Punctuation of Nonrestrictive/Parenthetical Elements <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Restrictive and Nonrestrictive Elements • Additional Practice <ul style="list-style-type: none"> ○ Restrictive and Nonrestrictive Elements • Instructional Videos <ul style="list-style-type: none"> ○ Restrictive and Nonrestrictive Elements
<p>L.6.2.B. Spell correctly.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Spelling (homophones)—p. 259 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Spelling • Additional Practice <ul style="list-style-type: none"> ○ Spelling <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Editing: Editing Checklist—p. 8 ◦ Spelling <ul style="list-style-type: none"> • I have used a print or online dictionary to check spellings and definitions of words I am unsure about. • I have correctly used frequently confused words, such as homophones (<i>hear/hear; knew/new; write/right/wright</i>). <p><i>Related content/other grade</i></p> <p>GRADE 6 DIGITAL RESOURCES**</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Reference Materials • Additional Practice <ul style="list-style-type: none"> ◦ Reference Materials

Knowledge of Language

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>L.6.3.A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Varying Sentence Patterns—p. 242 <p>GRADE 6 TEACHER'S EDITION</p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Vary sentence patterns—TE p. 232 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: 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 style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Knowledge of Language

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Organization and Coherence <ul style="list-style-type: none"> • Have I varied my sentences for better style or to clarify meaning? ◦ Step 4 Editing: Editing Checklist—p. 8 <ul style="list-style-type: none"> ◦ Sentences <ul style="list-style-type: none"> • I have a good mix of simple, compound, and complex sentences.
<p>L.6.3.B. Maintain consistency in style and tone.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Consistency in Style and Tone—p. 243 <p><u>GRADE 6 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>GRADE 6 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"> ◦ 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 4 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Organization and Coherence <ul style="list-style-type: none"> • Have I varied my sentences for better style or to clarify meaning? ◦ Step 4 Editing: Editing Checklist—p. 8 <ul style="list-style-type: none"> ◦ Sentences <ul style="list-style-type: none"> • I have maintained consistency in the style and tone.

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	
<p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Context Clues—p. 38 <p><u>GRADE 6 TEACHER’S EDITION</u> Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (context clues)—TE pp. 12, 14, 166 <p>Guided Practice</p> <ul style="list-style-type: none"> • Use context clues—TE pp. 16, 134 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Context clues—TE pp. 21, 38, 102 <p><u>GRADE 6 DIGITAL RESOURCES*</u> Chapter 4 Craft and Structure Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Home Connect Activity: Find Context Clues (graphic organizer)
<p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>	<p><u>GRADE 6 STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 134 • Greek and Latin Affixes—p. 190 <p><u>GRADE 6 DIGITAL RESOURCES</u> Chapter 4 Craft and Structure Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Roots <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Affixes <p><i>Other grade</i></p> <p><u>GRADE 5 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: Greek and Latin Affixes and Roots • Additional Practice <ul style="list-style-type: none"> ◦ Greek and Latin Affixes and Roots • Instructional Videos <ul style="list-style-type: none"> ◦ Greek and Latin Affixes and Roots <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans/Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Greek and Latin Roots
<p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. 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>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Academic and Domain-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>GRADE 6 TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary (definitions)—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 <p>Drawing Inferences</p> <ul style="list-style-type: none"> • Cite Evidence <ul style="list-style-type: none"> ○ Check inference by looking up the word in a dictionary—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 or to confirm their preliminary meanings—TE p. 102 <p>GRADE 6 DIGITAL RESOURCES*</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)

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 <ul style="list-style-type: none"> ○ Cite Evidence (figure of speech)—pp. 79, 80 <p>Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations (similes, metaphors, personification)—p. 102 <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 <ul style="list-style-type: none"> ○ Cite Evidence (personification is figurative language that gives human traits to nonhuman things)—p. 110 <p>GRADE 6 DIGITAL RESOURCES* 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
<p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Word Relationships (cause/effect, part/whole, item/category)—p. 158 <p>GRADE 6 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"> ○ Language: Word Relationships
<p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 <ul style="list-style-type: none"> ○ Cite Evidence (connotations are the meanings or ideas that are associated with certain words or things)—p. 78 <p>Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations—p. 102 <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 <ul style="list-style-type: none"> ○ Cite Evidence (positive or negative connotations)—p. 109 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<p>GRADE 6 TEACHER'S EDITION</p> <p>Review</p> <ul style="list-style-type: none"> Analyzing Word Choice (how authors use specific words and phrases, including figurative language and connotations, to convey a certain meaning or create a particular tone)—TE p. 226 <p>GRADE 6 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"> Language: Figures of Speech/Connotations
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> General academic and domain-specific 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>GRADE 6 TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 Domain-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 <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-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 style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL F / GRADE 6
	<ul style="list-style-type: none"> 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

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