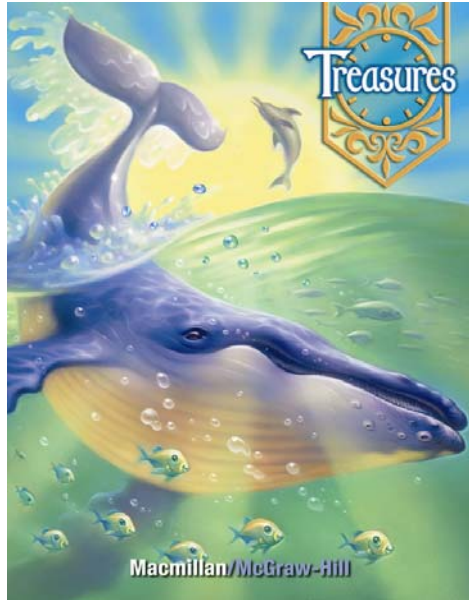




Macmillan/McGraw-Hill

English Language Arts
Curriculum Standards
Grade 6

Connecticut



Treasures

Grade 6

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STANDARDS	PAGE REFERENCES
<p>READING</p> <p>Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.</p>	
<p>1. Reading and Responding</p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	
<p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	
<p>Grade-Level Expectations</p> <p>Vocabulary</p>	
<p>1. Use word origins to determine the meaning of unknown words.</p>	<p>Student Edition: Unit 1 93 Unit 3 268-271, 276-277 Teacher's Edition: Unit 3 CV 268; V 277; T6 Unit 6 WS 658I</p>
<p>2. Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., <i>process</i>, <i>procession</i>.</p>	<p>Student Edition: Unit 3 248, 316 Teacher's Edition: Unit 3 T6 Unit 5 V 533; WS 541E; T7, T8 Unit 6 ALO 621M; WS 621E, 622I; T8, T9</p>

Codes used for Teacher's Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
<p>3. Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts, e.g., <i>property</i> in science or social studies.</p>	<p>Student Edition: Unit 1 36-37, 60-63, 70-73, 96-99 Unit 2 172-175, 180-181, 182-185 Unit 3 268-271, 296-299, 304-305, 306-309, 356-357 Unit 4 382-385, 392-405, 472-473 Unit 5 498-501, 532-533, 562-565 Unit 6 616-619, 640-643, 648-649, 704-707</p> <p>Teacher’s Edition: Unit 1 CV 36, 60, 96; ELL 61 Unit 2 CV 172 Unit 3 CCC 323; CV 268, 296, 356; V 307 Unit 4 CV 382, 472 Unit 5 CV 498, 562 Unit 6 CV 616, 640, 704</p>
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	
<p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	
<p>2. Exploring and Responding Students read and respond to classical and contemporary texts from many cultures and literary periods.</p>	
<p>2.1 Students recognize how literary devices and conventions engage the reader.</p>	
<p>2.2 Students explore multiple responses to literature.</p>	
<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	
<p>2.4 Students recognize that reads and authors are influences by individual, social, cultural and historical contexts.</p>	

STANDARDS

PAGE REFERENCES

Reading Comprehension

Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.

Before and During Reading

<p>4. Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.</p>	<p>Student Edition: Unit 1 96-99 Unit 2 172-175, 180-181 Unit 3 268-271, 304-305, 356-357 Unit 4 382-385 Unit 5 562-565 Unit 6 640-643, 648-649, 704-707</p> <p>Teacher's Edition: Unit 1 TF 96, 98 Unit 2 ELL 173; TF 172 Unit 3 RS 246H; SS 309B, 313S; TF 268, 356 Unit 4 TF 382 Unit 6 CCA 629; ELL 705; TF 704</p>
<p>5. Use cueing system and context clues to determine meanings of words.</p>	<p>Student Edition: Unit 1 86 Unit 4 366 Unit 5 570</p> <p>Teacher's Edition: Unit 1 CC 69, 77D, 86, 101D; WCM 72; T6, T7 Unit 2 CC 181, 189D, 189O, 189Q Unit 3 CC 305, 313D; T7 Unit 4 CC 367, 373, 383, 387D, 387O; T5 Unit 5 CC 571, 577, T10 Unit 6 CC 642, 705</p>
<p>6. Make and support judgments about text.</p>	<p>Student Edition: Unit 5 546-561</p> <p>Teacher's Edition: Unit 5 DC 548, 554, 558; ELL 551; ES 553; T4</p>

STANDARDS	PAGE REFERENCES
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	
<p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	
<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	
<p>2. Exploring and Responding Students read and respond to classical and contemporary texts from many cultures and literary periods.</p>	
<p>2.1 Students recognize how literary devices and conventions engage the reader.</p>	
<p>2.2 Students explore multiple responses to literature.</p>	
<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	
<p>2.4 Students recognize that reads and authors are influences by individual, social, cultural and historical contexts.</p>	
After Reading	
<p>General Understanding 7. State both literal and/or inferred main ideas.</p>	<p>Student Edition: Unit 1 70-73, 106-117, 119 Teacher's Edition: Unit 1 C 70; DC 72; ELL 109, 114; ES 111; T2 Unit 3 C 309A; DC 308</p>
<p>8. Identify the type of conflict in a text and recognize how it affects the characters' actions.</p>	<p>Student Edition: Unit 1 45-57 Unit 2 133-145 Unit 3 250-265 Teacher's Edition: Unit 1 C 57 Unit 2 C 142 Unit 3 ES 259</p>

STANDARDS	PAGE REFERENCES
<p>9. Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.</p>	<p>Student Edition: Unit 3 250-265 Unit 4 369-379 Unit 5 508-523, 588-589 Unit 6 627-637</p> <p>Teacher’s Edition: Unit 3 C 253; DC 257 Unit 4 AC 380 Unit 5 DC 511 Unit 6 C 631</p>
<p>10. Explain the influence of setting (historical context) on mood, character and plot.</p>	<p>Student Edition: Unit 1 20-33, 35, 44-57, 59 Unit 3 250-265, 267 Unit 5 485-495</p> <p>Teacher’s Edition: Unit 1 C 22; DC 24; ELL 24, 32, 49, 50; ES 51 Unit 5 C 491; DC 518 Unit 6 DC 694</p>
<p>11. Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one’s own words.</p>	<p>Student Edition: Unit 1 35, 59, 95 Unit 2 147, 171, 211, 237 Unit 3 267, 295, 331, 355 Unit 4 381, 407, 445, 471 Unit 5 497, 525, 561, 571, 572, 587 Unit 6 615, 679, 703</p> <p>Teacher’s Edition: Unit 1 SUM 28, 35, 52, 59, 90, 95, 113 Unit 2 SUM 140, 147, 171, 211, 237 Unit 3 SUM 267, 295, 331, 350, 355; T4 Unit 4 SUM 373, 381, 407, 421, 445, 461, 471 Unit 5 ES 579; SUM 492, 497, 516, 525, 555; T5 Unit 6 SUM 606, 615, 639, 653, 669, 679, 699</p>

STANDARDS	PAGE REFERENCES
<p>12. Describe how major and minor characters change over time.</p>	<p>Student Edition: Unit 1 83-92, 95 Unit 2 133-145, 147, 212-215 Unit 3 251-265 Unit 4 455-469 Unit 5 508-523, 525, 547-559, 561 Unit 6 626-637</p> <p>Teacher’s Edition: Unit 1 DC 92 Unit 2 C 142; ELL 135; M 214 Unit 3 DC 265 Unit 4 DC 467 Unit 5 DC 517, 519, 557; ES 515 Unit 6 C 632</p>
<p>Developing an Interpretation</p> <p>a. Explain the use of foreshadowing and parallel plots to convey meaning.</p>	<p>Student Edition: Unit 1 44-57 Unit 3 251-265 Unit 5 546-559 Unit 6 689-701</p> <p>Teacher’s Edition: Unit 1 DC 50 Unit 3 ELL 256; WT 359B Unit 5 DC 555 Unit 6 DC 696</p>
<p>b. Explain the use of flashbacks to convey meaning.</p>	<p>Student Edition: Unit 1 21-33 Unit 2 156-169 Unit 5 485-495, 508-523, 546-559</p> <p>Teacher’s Edition: Unit 1 C 25, 26, 46; ELL 27 Unit 2 DC 165 Unit 5 C 513; DC 490</p>

STANDARDS	PAGE REFERENCES
<p>c. Explain various subgenres of fiction based on their characteristics, e.g., science fiction, fantasy, myths, legends.</p>	<p>Student Edition: Unit 1 82-93 Unit 2 194-209, 212-215 Unit 3 250-265, 278-293 Unit 4 408-411 Unit 5 526-527 Unit 6 626-637</p> <p>Teacher’s Edition: Unit 1 C 82; DC 92 Unit 2 C 194, 196; DC 198; M 212, 214 Unit 3 C 250, 278 Unit 4 TT 408 Unit 5 F 526 Unit 6 C 626</p>
<p>d. Explain how characters deal with diversity, e.g., culture, ethnicity, and conflicts of human experience, relating these to real life situations.</p>	<p>Student Edition: Unit 2 133-145 Unit 3 251-265 Unit 4 455-469 Unit 5 485-495, 508-523</p> <p>Teacher’s Edition: Unit 2 CP 137 Unit 3 DC 264 Unit 4 CP 468 Unit 5 CCC 522; CP 510</p>
<p>e. Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character’s behavior.</p>	<p>Student Edition: Unit 1 82-93 Unit 3 306-309 Unit 6 626-637</p> <p>Teacher’s Edition: Unit 1 DC 84, 88, 91; ELL 86, 91; ES 89; T3 Unit 3 DC 308 Unit 6 C 632</p>

STANDARDS	PAGE REFERENCES
<p>Making Reader/Text Connections</p> <p>13. Explain how information in a text could be applied to understand a similar situation or concept in another text.</p>	<p>Student Edition: Unit 1 35, 59, 95, 119 Unit 2 147, 171, 211, 237 Unit 3 267, 295, 331, 355 Unit 4 381, 407, 445, 471 Unit 5 497, 525, 527, 561 Unit 6 615, 639, 679, 703</p> <p>Teacher’s Edition: Unit 1 FQ 35, 59, 95, 119 Unit 2 FQ 147, 171, 211, 237 Unit 3 FQ 267, 295, 331, 355 Unit 4 FQ 381, 407, 445, 471 Unit 5 FQ 497, 525, 527, 561 Unit 6 FQ 615, 639, 679, 703</p>
<p>Content and Structure</p> <p>14. Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.</p>	<p>Student Edition: Unit 1 21-33 Unit 2 156-169, 195-209 Unit 5 485-495, 508-523, 546-559</p> <p>Teacher’s Edition: Unit 1 C 25, 26, 46; ELL 27 Unit 2 C 201; DC 165 Unit 5 C 513; DC 490</p>
<p>15. Evaluate the author’s use of various techniques to influence readers’ perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.</p>	<p>Student Edition: Unit 5 534-537</p> <p>Teacher’s Edition: Unit 5 DC 536; T3</p>
<p>16. Understand how social, cultural and historical contexts contribute to an author’s perspective</p>	<p>Student Edition: Unit 2 238-239 Unit 4 455-469 Unit 5 509-523, 547-559</p> <p>Teacher’s Edition: Unit 2 AP 239 Unit 4 C 454 Unit 5 DC 522, 551</p>

STANDARDS	PAGE REFERENCES
17. Draw a conclusion about how text might be useful to someone.	<p>Student Edition: Unit 1 35, 59, 95, 119 Unit 2 147, 171, 211, 237 Unit 3 267, 295, 331, 355 Unit 4 381, 407, 445, 471 Unit 5 497, 525, 527, 561 Unit 6 615, 639, 679, 703</p> <p>Teacher’s Edition: Unit 1 TS 35, 59, 95, 119 Unit 2 TS 147, 171, 211, 237 Unit 3 TS 267, 295, 331, 355 Unit 4 TS 381, 407, 445, 471 Unit 5 TS 497, 525, 527, 561 Unit 6 TS 615, 639, 679, 703</p>
18. Create literal and inferential questions based on text to extend meaning.	<p>Student Edition: Unit 2 132, 156, 182 Unit 6 600, 662</p> <p>Teacher’s Edition: Unit 2 DC 134, 139, 144, 158, 164, 166 Unit 6 DC 602, 607, 611, 664, 668, 674</p>
19. Decide if the author’s ideas are grounded in fact.	<p>Student Edition: Unit 4 392-405, 430-443</p> <p>Teacher’s Edition: Unit 4 ELL 394, 400; ES 399; T2</p>
20. Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.	<p>Student Edition: Unit 4 392-405 Unit 5 534-537</p> <p>Teacher’s Edition: Unit 4 DC 394, 395, 398, 400; ES 400; T2 Unit 5 DC 536; P 534</p>
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	
<p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	

STANDARDS	PAGE REFERENCES
<p>2. Exploring and Responding Students read and respond to classical and contemporary texts from many cultures and literary periods.</p>	
<p>2.1 Students recognize how literary devices and conventions engage the reader.</p>	
<p>Reading Reflection/Behaviors</p>	
<p>21. Choose a variety of genres to read, hear, view and write for personal enjoyment.</p>	<p>Student Edition: Unit 1 21-33, 45-57, 71-73, 83-93, 107-117 Unit 2 133-145, 157-169, 195-209, 223-235 Unit 3 251-265, 279-293, 319-329, 341-353 Unit 4 369-379, 393-405, 431-443, 455-469 Unit 5 485-495, 509-525, 547-559, 573-585 Unit 6 601-613, 627-637, 663-677, 689-701</p> <p>Teacher’s Edition: Unit 1 R 40I, 66I, 78I, 102I Unit 2 R 152I, 178I, 190I, 218I Unit 3 R 274I, 302I, 314I, 336I Unit 4 R 388I, 414I, 426I, 450I Unit 5 R 504I, 530I, 542I, 568I Unit 6 CCP 596I; R 622I, 646I, 658I, 684I</p>
<p>22. Recommend books to others and explain the reason for the recommendation.</p>	<p>The following can be used to help meet this standard.</p> <p>Teacher’s Edition: Unit 1 R 40I, 66I, 78I, 102I Unit 2 R 152I, 178I, 190I, 218I Unit 3 R 274I, 302I, 314I, 336I Unit 4 R 388I, 414I, 426I, 450I Unit 5 R 504I, 530I, 542I, 568I Unit 6 CCP 596I; R 622I, 646I, 658I, 684I</p>
<p>23. Set and monitor reading goals making adjustments and corrections as needed.</p>	<p>Teacher’s Edition: Unit 1 F 40I, 66I, 78I, 102I Unit 2 F 152I, 178I, 190I, 218I Unit 3 F 274I, 302I, 314I, 336I Unit 4 F 388I, 414I, 426I, 450I Unit 5 F 504I, 530I, 542I, 568I Unit 6 F 622I, 646I, 658I, 684I</p>

STANDARDS	PAGE REFERENCES
24. Identify and explain the author's purpose for writing a particular text.	Student Edition: Unit 4 406, 444, 470 Unit 5 484-495, 496, 524, 560 Teacher's Edition: Unit 4 AP 406, 442, 444, 470; T1 Unit 5 AP 486, 488, 492, 493, 496, 524, 553, 558, 560; ES 489; T1
ORAL LANGUAGE Students will listen and speak to communicate ideas clearly.	
1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.	
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.	
3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.	
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.	
4.1 Students use knowledge of their language and culture to improve competency in English.	
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.	
Listening / Speaking	
1. Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.	Teacher's Edition: Unit 1 TP 127K-127L Unit 2 TP 245K-245L Unit 3 TP 363K-363L Unit 4 TP 479K-479L Unit 5 TP 595K-595L Unit 6 TP 713K-713L

STANDARDS	PAGE REFERENCES
<p>2. Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p>	<p>Student Edition: Unit 1 17, 41, 66, 79, 103 Unit 2 129, 153, 179, 191, 219 Unit 3 247, 275, 303, 315, 337 Unit 4 365, 389, 415, 427, 451 Unit 5 481, 505, 531, 543, 569 Unit 6 597, 623, 647, 659, 685</p> <p>Teacher’s Edition: Unit 1 CCP 16I; RA 17, 41, 67, 79, 103 Unit 2 CCC 160, 202; CCP 128I; RA 129, 153, 179, 191, 219 Unit 3 CCP 246I; RA 247, 275, 303, 315, 337 Unit 4 CCP 364I; RA 365, 389, 415, 427, 451 Unit 5 CCP 480I; RA 481, 505, 531, 543, 569 Unit 6 CCP 596I; RA 597, 623, 647, 659, 685</p>
<p>3. Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</p>	<p>Teacher’s Edition: Unit 1 TP 127K-127L Unit 2 CCC 136; TP 245K-245L Unit 3 CCC 258; TP 363K-363L Unit 4 CCC 378; TP 479K-479L Unit 5 ML 548; TP 595K-595L Unit 6 CP 669; TP 713K-713L</p>
<p>4. Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.</p>	<p>Student Edition: 511-522</p> <p>Teacher’s Edition: CCC 522; CP 510; DC 510</p>
<p>5. Relate the speaker’s verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning</p>	<p>Teacher’s Edition: Unit 1 LP 17, 41, 67, 79, 103 Unit 2 LP 129, 153, 179, 191, 219 Unit 3 LP 247, 275, 303, 315, 337 Unit 4 LP 365, 389, 415, 427, 451 Unit 5 LP 481, 505, 531, 543, 569 Unit 6 LP 597, 623, 647, 659, 685</p>

STANDARDS	PAGE REFERENCES
WRITING Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.	
1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.	
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.	
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.	
4.1 Students use knowledge of their language and culture to improve competency in English.	
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.	
4.3 Students use standard English for composing and revising written text.	
Spelling	
1. Use spelling rules and patterns from previous grades.	Teacher's Edition: Unit 1 WT 39B, 65B, 101B Unit 2 WT 151B, 177B Unit 3 WT 273B, 301B, 335B, 359B Unit 4 WT 387B, 413B, 449B, 475B Unit 5 WT 503B, 529B, 567B, 591B Unit 6 WT 621B, 645B, 683B, 709B
2. Use multiple strategies to spell. Examples: <ul style="list-style-type: none"> ▪ visual patterns, e.g., <i>tough/enough/rough</i>, <i>right/night</i> ▪ homophones, e.g., <i>read</i> and <i>reed</i> ▪ affixes, e.g., <i>in-</i>, <i>im-</i>, <i>-spect</i>, <i>-fer</i> ▪ roots, e.g., <i>biology</i>, <i>telegraph</i> 	Teacher's Edition: Unit 2 WT 177B Unit 3 WT 301B, 335B, 359B Unit 4 WT 387B, 413B Unit 5 WT 503B, 529B, 567B Unit 6 WT 621B

STANDARDS	PAGE REFERENCES
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	
	<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>
<p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p>	
	<p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>
<p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p>	
	<p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>
	<p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>
	<p>4.3 Students use standard English for composing and revising written text.</p>
Capitalization / Punctuation / Usage	
<p>3. Use capitalization, punctuation, and usage rules from previous grades.</p>	<p>Teacher’s Edition: Unit 1 RP 39J; WT 39B, 65B, 101B, 123B Unit 2 WT 151B Unit 3 RP 359J Unit 5 WT 503B, 591B Unit 6 WT 709B</p>
<p>4. Capitalize languages, races, nationalities and religions.</p>	<p>Teacher’s Edition: Unit 5 WT 503B</p>
<p>5. Use commas in appositives, e.g., <i>Bob, the dog, was fun.</i></p>	<p>Teacher’s Edition: Unit 1 RP 77J; WT 101B Unit 5 WT 503B</p>
<p>6. Use commas to set off direct address, e.g., <i>Mom, may I go to the movies?</i></p>	<p>Teacher’s Edition: Unit 5 WT 503B</p>
<p>7. Use apostrophe to show quotation within a quotation in dialogue, e.g., <i>He said, “Mom said, ‘Clean your room.’”</i></p>	<p>The following pages can be used to help meet this standard concerning <i>apostrophe</i>. Teacher’s Edition: Unit 2 RP 217J; TC 217I</p>
<p>8. Use parentheses, e.g., <i>A hypothesis (prediction) is a critical component of a scientific investigation.</i></p>	<p>Teacher’s Edition: Unit 3 RP 359J</p>

STANDARDS	PAGE REFERENCES
9. Use a semicolon between two independent clauses connected by a conjunctive adverb, e.g., <i>I studied late into the night; consequently, I passed the test.</i>	Teacher's Edition: Unit 1 RP 77J, 123J Unit 5 WT 529B Unit 6 RP 709J; WT 709B
10. Show agreement of pronoun and its referent, e.g., <i>A person needs his or her own space.</i>	Teacher's Edition: Unit 4 PA 387I, 387J; WT 387B, 413B
11. Maintain consistent person.	Student Edition: Unit 3 272-273 Teacher's Edition: Unit 3 WC 273A
12. Use parallel construction when listing verbs particularly in informational and technical writing. - Parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> - Not parallel: <i>A scientist observes, hypothesized, and analyzed.</i>	Teacher's Edition: Unit 3 WT 301B Unit 4 WT 387J
13. Use paragraph conventions, e.g., designated by indentation or block format, skipping lines between paragraphs.	Student Edition: Unit 1 64-65 Unit 2 150-151 Teacher's Edition: Unit 1 F 64
14. Provide detailed labeling, captions, headings, and subheadings when appropriate.	Teacher's Edition: Unit 4 CL 479I-479J
15. Cite sources according to prescribed format.	Teacher's Edition: Unit 1 CL 127I-127J Unit 2 TP 128H Unit 5 CCA 580; CP 556
16. Use resources to correct own spelling.	Teacher's Edition: Unit 1 WT 39B, 65B, 101B Unit 2 WT 151B, 177B Unit 3 UWPT 363I; WT 273B, 301B, 335B, 359B; Unit 4 WT 387B, 413B, 449B, 475B Unit 5 WT 503B, 529B, 567B, 591B Unit 6 WT 621B, 645B, 683B, 709B

STANDARDS	PAGE REFERENCES
<p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p>	
<p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p>	
<p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	
<p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p>	
<p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>	
<p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>	
<p>4.3 Students use standard English for composing and revising written text.</p>	
Writing Process	
<p>17. Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.</p>	<p>Student Edition: Unit 1 38-39, 64-65, 76-77, 100-101, 122-123 Unit 2 150-151, 176-177, 188-189, 240-241 Unit 3 272-273, 300-301, 312-313, 334-335, 358-359 Unit 4 386-387, 412-413, 424-425, 448-449, 474-475 Unit 5 502-503, 528-529, 540-541, 566-567, 590-591 Unit 6 620-621, 644-645, 656-657, 682-683, 708-709</p> <p>Teacher’s Edition: Unit 1 P 39, 65, 101, 123 Unit 2 P 151, 177, 241 Unit 3 P 273, 301, 335, 359 Unit 4 P 387, 413, 449, 475 Unit 5 P 503, 529, 567, 591 Unit 6 P 621, 645, 683, 709</p>

STANDARDS	PAGE REFERENCES
<p>18. Draft: reread text and continue to draft over time.</p>	<p>Student Edition: Unit 1 38-39, 64-65, 76-77, 100-101, 122-123 Unit 2 150-151, 176-177, 188-189, 240-241 Unit 3 272-273, 300-301, 312-313, 334-335, 358-359 Unit 4 386-387, 412-413, 424-425, 448-449, 474-475 Unit 5 502-503, 528-529, 540-541, 566-567, 590-591 Unit 6 620-621, 644-645, 656-657, 682-683, 708-709</p> <p>Teacher’s Edition: Unit 1 D 39, 65, 101, 123 Unit 2 D 151, 177, 241 Unit 3 D 273, 301, 335, 359 Unit 4 D 387, 413, 449, 475 Unit 5 D 503, 529, 567, 591 Unit 6 D 621, 645, 683, 709</p>
<p>19. Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.</p>	<p>Student Edition: Unit 1 39, 65, 77, 101, 123 Unit 2 151, 177, 189, 241 Unit 3 273, 301, 313, 335, 359 Unit 4 387, 413, 425, 449, 475 Unit 5 503, 529, 541, 567, 591 Unit 6 621, 645, 657, 683, 709</p> <p>Teacher’s Edition: Unit 1 R 39, 65, 101, 123 Unit 2 R 151, 177, 241 Unit 3 R 273, 301, 335, 359 Unit 4 R 387, 413, 449, 475 Unit 5 R 503, 529, 567, 591 Unit 6 R 621, 645, 683, 709</p>

STANDARDS	PAGE REFERENCES
<p>20. Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p>	<p>Student Edition: Unit 1 39, 65, 77, 101, 123 Unit 2 151, 177, 189, 241 Unit 3 273, 301, 313, 335, 359 Unit 4 387, 413, 425, 449, 475 Unit 5 503, 529, 541, 567, 591 Unit 6 621, 645, 657, 683, 709</p> <p>Teacher’s Edition: Unit 1 F 38, 64, 100, 122; G 39I-39J, 65I-65J, 101I-101J, 123I-123J; R 76; S 39G-39H, 65G-65H, 101G-101H, 123G-123H Unit 2 F 150, 176, 240; G 151I-151J, 177I-177J, 241I-241J; R 188; S 151G-151H, 177G-177H, 241G-241H; T6, T8, T9 Unit 3 F 272, 300, 334, 358; G 273I-273J, 301I-301J, 335I-335J, 359I-359J; R 312; S 273G-273H, 301G-301H, 335G-335H, 359G-359H; T6 Unit 4 F 386, 412, 448, 474; R 424; S 387G-387H, 413G-413H, 449G-449H, 475G-475H; WT 387B, 413B, 449B, 475B; WW 479E; T7 Unit 5 F 502, 528, 566, 590; R 540; S 503G-503H, 529G-529H, 567G-567H, 591G-591H; WT 503B, 529B, 567B, 591B; WW 595E; T11 Unit 6 F 620, 644, 682, 708; R 656; S 621G-621H, 645G-645H, 683G-683H, 709G-709H; WT 621B, 645B, 683B, 709B; WW 713B</p>
<p>21. Publish/Present: publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters.</p>	<p>Teacher’s Edition: Unit 1 WW 127E Unit 2 WW 245E Unit 3 WW 363E Unit 4 WW 479E Unit 5 WW 595E Unit 6 WW 713E</p>
<p>22. Reflect: use criteria to choose and defend choices for writing portfolio; select pieces that demonstrate growth.</p>	<p>Teacher’s Edition: Unit 1 P 127G Unit 2 P 245G Unit 3 P 363G Unit 4 P 479G Unit 5 P 595G; WT 529B Unit 6 P 713G</p>

STANDARDS		PAGE REFERENCES
3. Communicating with Others		
Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.		
3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.		
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.		
4. Applying English Language Conventions		
Students apply the conventions of standard English in oral, written and visual communication.		
4.1 Students use knowledge of their language and culture to improve competency in English.		
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.		
4.3 Students use standard English for composing and revising written text.		
Writing Genres, Traits and Crafts		
Descriptive: 23. Expand upon one idea using additional details to create an image.	Student Edition: Unit 4 412-413 Unit 5 502-503, 590-591 Teacher's Edition: Unit 4 F 412 Unit 5 F 590	
Narrative: 24. Write a memoir.	The following pages be used to help meet this standard. Student Edition: Unit 1 38-39 Teacher's Edition: Unit 1 F 38	
25. Write a mystery with elements, e.g., clues, suspense, red herring.	The following pages can be used to help meet this standard. Student Edition: Unit 3 272-273, 300-301, 334-335, 358-359 Unit 4 424-425	
Expository: 26. Write a compare-contrast essay, grouping similarities together and differences together.	Student Edition: Unit 5 528-529 Teacher's Edition: Unit 5 F 528	
27. Write an informational report using cause-and-effect structure.	Student Edition: Unit 1 76-77 Unit 6 644-645 Teacher's Edition: Unit 5 AV 591F	

STANDARDS	PAGE REFERENCES
28. Write an informational piece with a spatial order or chronological order.	<p>Student Edition: Unit 1 76-77 Unit 4 412-413, 448-449, 474-475 Unit 6 620-621, 644-645, 682-683</p> <p>Teacher’s Edition: Unit 4 F 474 Unit 6 F 620, 644</p>
29. Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.	<p>Student Edition: Unit 2 150-151</p> <p>Teacher’s Edition: Unit 1 AV 77F Unit 2 F 150 Unit 3 W 314J, 336J Unit 4 CCC 364I</p>
<p>Persuasive:</p> <p>30. Write a persuasive piece using “least to most important” arguments.</p>	<p>Student Edition: Unit 2 150-151, 240-241 Unit 3 312-313 Unit 5 540-541 Unit 6 656-657</p> <p>Teacher’s Edition: Unit 2 F 240</p>
31. Write a persuasive piece that incorporates research and information.	<p>Student Edition: Unit 2 176-177, 240-241 Unit 3 312-313 Unit 5 540-541</p> <p>Teacher’s Edition: Unit 2 F 176, 240</p>
<p>Poetic:</p> <p>Write an ode.</p>	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 5 566-567</p>
32. Write a carpe diem.	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 1 100-101</p>

STANDARDS	PAGE REFERENCES
33. Write a tanka.	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 1 100-101</p>
34. Write a couplet.	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 1 100-101</p>
35. Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.	<p>Student Edition: Unit 2 176-177 Unit 3 334-335 Unit 5 502-503</p> <p>Teacher's Edition: Unit 2 F 176 Unit 3 F 334 Unit 5 F 502</p>
36. Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.	<p>Student Edition: Unit 1 38-39 Unit 2 176-177 Unit 3 334-335</p> <p>Teacher's Edition: Unit 1 F 38 Unit 2 F 176 Unit 3 F 334</p>