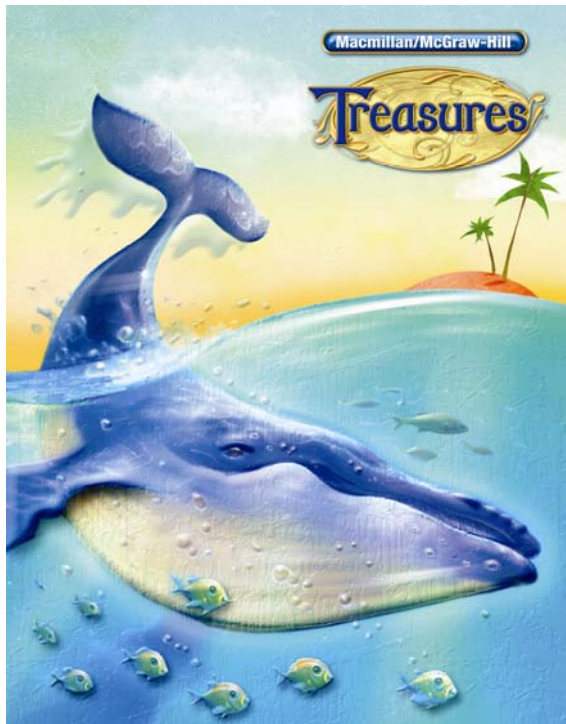




Macmillan/McGraw-Hill

Learning Standards
Late Elementary



Grade 6

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STANDARDS

PAGE REFERENCES

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

Student Edition:

Unit 1 *Vocabulary* 104

Unit 2 T9

Vocabulary 220

Unit 3 T6

Vocabulary 338

Unit 4 *Vocabulary* 366

Unit 5 T7, T8, T9

Vocabulary 544

Unit 6 T6, T7, T8, T9

Vocabulary 660

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.</p>	<p>Teacher’s Edition:</p> <p>Unit 1 C 110; DC 97; V 105</p> <p>Unit 2 V 221</p> <p>Unit 4 DC 373; V 367</p> <p>Unit 5 C 529G, 529H; V 507, 545; WS 529E, 541E</p> <p>Unit 6 C 621G, 621H, 657G, 657H; WS 621E, 657E</p>
<p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.</p>	<p>Student Edition:</p> <p>Unit 1 T6, T7</p> <p><i>Dictionary</i> 18</p> <p><i>Vocabulary</i> 80</p> <p>Unit 2 <i>Dictionary</i> 154, 192</p> <p>Unit 3 <i>Dictionary</i> 276</p> <p>Unit 4 T5</p> <p><i>Vocabulary</i> 366</p> <p>Unit 5 T10</p> <p><i>Thesaurus</i> 544</p> <p><i>Vocabulary</i> 570</p> <p>Unit 6 <i>Dictionary</i> 686</p> <p><i>Thesaurus</i> 624</p> <p>Teacher’s Edition:</p> <p>Unit 1 CC 69, 81, 86; OL 123F; V 19</p> <p>Unit 2 CC 181; V 155, 193; VB 151F</p> <p>Unit 3 CC 305; V 277</p> <p>Unit 4 CC 367, 373, 383; OL 425F</p> <p>Unit 5 CC 571, 577; V 545</p> <p>Unit 6 CC 642, 705; V 687</p>
<p>B. Apply reading strategies to improve understanding and fluency.</p>	
<p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.</p>	<p>Student Edition:</p> <p>Unit 1 <i>Read to Find Out</i> 20, 44, 70, 82, 106</p> <p><i>Think and Compare</i> 95</p> <p>Unit 2 <i>Read to Find Out</i> 132, 156, 194, 222</p> <p><i>Think and Compare</i> 171</p> <p>Unit 3 <i>Read to Find Out</i> 250, 278, 318, 340</p> <p><i>Think and Compare</i> 355</p> <p>Unit 4 <i>Read to Find Out</i> 368, 392, 430, 454</p> <p><i>Think and Compare</i> 471</p> <p>Unit 5 <i>Read to Find Out</i> 484, 508, 546, 572</p> <p><i>Think and Compare</i> 525</p> <p>Unit 6 <i>Read to Find Out</i> 600, 626, 662, 688</p> <p><i>Think and Compare</i> 679</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.</p>	<p>Teacher’s Edition:</p> <p>Unit 1 MP 53, 89; R 40I, 66I Unit 2 MP 159, 202; R 178I, 190I Unit 3 MP 263; R 302I, 314I Unit 4 MP 433, 457; R 388I, 426I Unit 5 MP 515, 557; R 542I, 568I Unit 6 MP 609, 632; R 596I, 622I</p>
<p>1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension</p>	<p>Student Edition:</p> <p>Unit 2 T3, T4 Unit 3 T3 <i>Comprehension</i> 306 Unit 4 T3 Unit 5 T2 <i>Compare and Contrast</i> 507 Unit 6 T2, T3, T4 <i>Web</i> 663, 679</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 108 Unit 3 DC 308 Unit 5 ELL 507A Unit 6 DC 664, 667, 673, 675; ELL 665; ES 671, 673</p>
<p>1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, clarify terminology, seek additional information).</p>	<p>Student Edition:</p> <p>Unit 1 <i>Comprehension Check</i> 35, 59, 95 Unit 2 <i>Comprehension Check</i> 147, 171, 211, 237 Unit 3 T4 <i>Comprehension Check</i> 267, 295, 331, 355 Unit 4 <i>Comprehension Check</i> 381, 407, 445, 471 Unit 5 T5 <i>Comprehension Check</i> 497, 525, 561, 571, 572, 587 Unit 6 <i>Comprehension Check</i> 615, 679, 703</p> <p>Teacher’s Edition:</p> <p>Unit 1 C 48; DC 50, 112; IT 61; SUM 52, 90, 113 Unit 2 SUM 140, 147, 171, 211, 237 Unit 3 RS 246H; SUM 267, 350, 355 Unit 4 SUM 373, 421, 461 Unit 5 ES 579; SUM 492, 516, 555 Unit 6 SUM 606, 639, 653, 699</p>

STANDARDS	PAGE REFERENCES
<p>1.B.2d Read age-appropriate material aloud with fluency and accuracy.</p>	<p>The following page references can be used for oral reading:</p> <p>Student Edition:</p> <p>Unit 1 18-19, 20-33, 42-43, 44-57, 70-73, 80-81, 82-93, 104-105, 106-117, 120-121</p> <p>Unit 2 130-131, 132-145, 154-155, 156-161, 162-169, 180-181, 182-185, 192-193, 194-209, 212-215, 220-221, 222-235, 238-239</p> <p>Unit 3 248-249, 250-265, 276-277, 278-293, 304-305, 306-309, 318-329, 332-333, 338-339, 340-353</p> <p>Unit 4 366-367, 368-379, 390-391, 392-405, 408-411, 416-417, 418-421, 428-429, 430-443, 446-447, 452-453, 454-469</p> <p>Unit 5 482-483, 485-495, 506-507, 508-523, 526-527, 532-533, 534-537, 544-545, 546-559, 570-571, 572-585</p> <p>Unit 6 598-599, 601-613, 624-625, 626-637, 648-649, 650-653, 660-661, 663-677, 680-681, 686-687, 689-701</p> <p>Teacher’s Edition:</p> <p>Unit 1 R 66I, 102I</p> <p>Unit 2 R 178I, 218I</p> <p>Unit 3 R 302I, 336I</p> <p>Unit 4 R 414I, 450I</p> <p>Unit 5 R 530I, 542I</p> <p>Unit 6 R 658I, 684I; RI 619</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.2a Use information to form and refine questions and predictions.</p>	<p>Student Edition:</p> <p>Unit 2 <i>Generate Questions</i> 131, 132, 155, 156, 182</p> <p>Unit 6 <i>Generate Questions</i> 600, 625, 626, 662</p> <p>Teacher’s Edition:</p> <p>Unit 1 MP 53, 89; PP 21, 45, 71, 83, 107</p> <p>Unit 2 GQ 149, 164, 166; MP 159, 202, 228; PP 133, 157, 195, 223</p> <p>Unit 3 MP 263; PP 251, 279, 319, 341</p> <p>Unit 4 MP 433, 457; PP 369, 393, 431, 455</p> <p>Unit 5 GQ 563; MP 515, 557; PP 485, 509, 547, 573</p> <p>Unit 6 GQ 600, 607, 611, 630, 635, 668, 674; MP 609, 632; PP 601, 627, 663, 689</p>

STANDARDS	PAGE REFERENCES
<p>1.C.2b Make and support inferences and form interpretations about main themes and topics.</p>	<p>Student Edition: Unit 1 <i>Comprehension</i> 70, 106 Unit 2 T1 <i>Comprehension</i> 132, 156 Unit 4 <i>Comprehension</i> 418, 430</p> <p>Teacher’s Edition: Unit 1 DC 48, 54 Unit 2 C 132; DC 135, 136, 137, 143; ELL 135, 143, 158; ES 140, 163; R152I Unit 4 DC 436</p>
<p>1.C.2c Compare and contrast the content and organization of selections.</p>	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 63, 121 <i>Think and Compare</i> 35, 95 Unit 2 <i>Connect and Compare</i> 215 <i>Think and Compare</i> 147, 171, 185, 211 Unit 3 <i>Connect and Compare</i> 333 <i>Think and Compare</i> 267, 295, 355 Unit 4 T3 <i>Comprehension</i> 418 <i>Connect and Compare</i> 411 <i>Think and Compare</i> 381, 407 Unit 5 T2 <i>Comprehension</i> 508 <i>Connect and Compare</i> 589 <i>Think and Compare</i> 525, 561 Unit 6 <i>Connect and Compare</i> 707 <i>Think and Compare</i> 639, 679</p> <p>Teacher’s Edition: Unit 1 R 40I, 78I Unit 4 R 414I Unit 5 DC 511, 513, 514, 517, 519, 521; ELL 517; ES 515</p>

STANDARDS	PAGE REFERENCES
<p>1.C.2d Summarize and make generalizations from content and relate to purpose of material.</p>	<p>Student Edition: Unit 1 <i>Summarize</i> 35, 59, 95 Unit 2 T2 <i>Comprehension</i> 182 <i>Summarize</i> 147, 171, 211, 237 Unit 3 T4 <i>Summarize</i> 267, 295, 331, 355 Unit 4 <i>Summarize</i> 381, 407, 445, 471 Unit 5 T5 <i>Summarize</i> 497, 525, 561, 571, 572, 587 Unit 6 T1 <i>Comprehension</i> 600 <i>Summarize</i> 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 Unit 4 SUM 373, 381, 407, 421, 445, 461, 471 Unit 5 ES 579; SUM 492, 497, 516, 525, 555, 561, 575, 577, 579, 582, 584, 587 Unit 6 SUM 606, 615, 639, 653, 669, 679, 699, 703</p>
<p>1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).</p>	<p>Student Edition: Unit 1 87 Unit 2 138-139 <i>Literary Elements</i> 238 Unit 3 255 Unit 4 404-405 Unit 5 583, 588-589 Unit 6 602, 606</p> <p>Teacher’s Edition: Unit 1 C 26; DC 87 Unit 2 C 139; DC 138; LE 239 Unit 3 CCP 246I; DC 255, 290 Unit 4 DC 404 Unit 5 DC 583; LE 588 Unit 6 AC 638; C 606</p>

STANDARDS	PAGE REFERENCES
<p>1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.</p>	<p>Student Edition: Unit 2 T10 <i>Chart</i> 149 <i>Connect and Compare</i> 149 <i>Text Feature</i> 148, 172 Unit 3 T10, T11 <i>Connect and Compare</i> 271 <i>Map</i> 269 <i>Text Feature</i> 268</p> <p>Teacher's Edition: Unit 2 TF 148, 172 Unit 3 ELL 269; RI 271; TF 268</p>
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>	
<p>Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	
<p>2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.</p>	<p>Student Edition: Unit 1 20-34, 44-57, 82-93, 106-117, 120-121, T1 <i>Comprehension Check</i> 35, 59, 95 <i>Connect and Compare</i> 121 Unit 2 132-145, 156-169, 212-215 <i>Comprehension Check</i> 147, 171 Unit 3 250-265, 278-293, 340-353 <i>Comprehension Check</i> 267, 295, 355 <i>Writer's Craft</i> 300 Unit 4 408-411, 454-469 <i>Comprehension Check</i> 471 <i>Connect and Compare</i> 411 <i>Literary Elements</i> 408 Unit 5 508-523, 546-559 <i>Connect and Compare</i> 589 Unit 6 626-637, 688-701 <i>Comprehension Checks</i> 639</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.</p>	<p>Teacher’s Edition:</p> <p>Unit 1 AC 94; C 26, 59B; DC 30; ELL 32, 55, 90; ES 51; LE 121; ML 88</p> <p>Unit 2 CP 205; DC 134, 136, 137, 143; RI 215</p> <p>Unit 3 AC 266, 354; DC 255, 257, 263; ELL 256</p> <p>Unit 4 AC 444; C 436; CP 468; DC 441, 458, 466; LE 408</p> <p>Unit 5 AC 496, 524; C 488, 491, 518, 552; DC 550, 551, 552; F 519</p> <p>Unit 6 C 631, 691; DC 628, 694</p>
<p>2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.</p>	<p>Student Edition:</p> <p>Unit 1 20-34, 44-57, 106-117, 120-121, T1 <i>Comprehension Check</i> 35, 59, 95 <i>Connect and Compare</i> 121</p> <p>Unit 2 132-145, 156-169, 212-215 <i>Comprehension Check</i> 147, 171</p> <p>Unit 3 250-265, 278-293, 340-353 <i>Comprehension Check</i> 267, 295, 355</p> <p>Unit 4 408-411, 454-469 <i>Comprehension Check</i> 471 <i>Connect and Compare</i> 411 <i>Literary Elements</i> 408</p> <p>Unit 5 508-523, 546-559 <i>Connect and Compare</i> 589</p> <p>Unit 6 626-637, 688-701 <i>Comprehension Checks</i> 639</p> <p>Teacher’s Edition:</p> <p>Unit 1 C 26; DC 30; ELL 32, 55, 90; ES 51; LE 121</p> <p>Unit 2 CP 205; DC 134, 136, 137, 143; RI 215</p> <p>Unit 3 AC 266, 354; DC 255, 257, 263; ELL 256</p> <p>Unit 4 AC 444; C 436; CP 468; DC 441, 458, 466; LE 408</p> <p>Unit 5 AC 496, 524; C 488, 491, 518, 552; DC 550, 551, 552; F 519</p> <p>Unit 6 C 631, 691; DC 628, 694</p>

STANDARDS	PAGE REFERENCES
<p>2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).</p>	<p>Student Edition: Unit 1 20-33, 44-57, 60-63, 82-93 <i>Comprehension Check</i> 35, 59, 95 Unit 2 132-145, 156-169, 182-185, 194-209, 212-215, 238-239 <i>Comprehension Check</i> 147, 171, 211 <i>Connect and Compare</i> 215, 239 Unit 3 250-265, 278-293, 318-329 <i>Comprehension Check</i> 267, 295, 331 Unit 4 392-405, 454-469 <i>Comprehension Check</i> 407, 471 Unit 5 508-523, 526-527, 572-585 <i>Comprehension Check</i> 525, 587 <i>Connect and Compare</i> 527 Unit 6 600-613, 626-637, 688-701 <i>Comprehension Check</i> 615, 639, 703</p> <p>Teacher’s Edition: Unit 1 G 20, 44, 60, 82 Unit 2 G 132, 156, 182, 194, 238 Unit 3 G 250, 278, 318 Unit 4 G 392, 454 Unit 5 G 508, 526, 572 Unit 6 G 600, 626, 688</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.</p>	<p>Student Edition: Unit 1 <i>Think and Compare</i> 35, 59, 95 Unit 2 <i>Think and Compare</i> 147, 171, 211, 237 Unit 3 <i>Draw Conclusions</i> 278, 340 <i>Think and Compare</i> 267, 295, 331, 355 Unit 4 <i>Think and Compare</i> 355, 381, 407, 445, 471 Unit 5 <i>Think and Compare</i> 497, 525, 561, 587 Unit 6 <i>Think and Compare</i> 615, 679, 703</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.</p>	<p>Teacher Wraparound Edition:</p> <p>Unit 1 DC 48, 54, 90, 116; TC 35, 95 Unit 2 C T1; DC 184, 200, 204, 226, 229, 231; TC 147, 171, 211, 237 Unit 3 C T2; DC 254, 260, 280, 286, 287, 288, 292, 328, 343, 344, 345, 347, 348, 349; TC 267, 295, 331, 355 Unit 4 DC 376, 384, 396, 409, 463; TC 381, 407, 445, 471 Unit 5 DC 511, 517, 576; TC 497, 525, 561, 587 Unit 6 DC 606, 617, 631, 695; TC 615, 679, 703</p>
<p>2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.</p>	<p>Student Edition:</p> <p>Unit 1 44-57, 83-94 Unit 4 430-443, 454-469, 471, 476-479</p> <p>Teacher’s Edition:</p> <p>Unit 1 G 44, 51, 92 Unit 4 G 454 Unit 6 CCP 596I</p>
<p>2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.</p>	<p>Student Edition:</p> <p>Unit 1 44-57, 82-94 Unit 4 454-469</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 51; ELL 50; ES 51; G 44, 92 Unit 4 CP 468; DC 467</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 3: Write to communicate for a variety of purposes.	
<p>Why This Goal Is Important: The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	
A. Use correct grammar, spelling, punctuation, capitalization and structure.	
<p>3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.</p>	<p>Student Edition: Unit 1 <i>Write to a Prompt</i> 76-77 <i>Writer’s Craft</i> 38-39, 64-65, 100-101, 122-123 Unit 2 <i>Write to a Prompt</i> 188-189 <i>Writer’s Craft</i> 150-151, 176-177, 240-241 Unit 3 <i>Write to a Prompt</i> 312-313 <i>Writer’s Craft</i> 272-273, 300-301, 334-335, 358-359 Unit 4 <i>Write to a Prompt</i> 424-425 <i>Writer’s Craft</i> 412-413, 448-449, 474-475 Unit 5 <i>Write to a Prompt</i> 540-541 <i>Writer’s Craft</i> 502-503, 528-529, 566-567, 590-591 Unit 6 <i>Write to a Prompt</i> 656-657 <i>Writer’s Craft</i> 620-621, 644-645, 682-683, 708-709</p> <p>Teacher’s Edition: Unit 1 CLA 38, 64, 100, 122 Unit 2 CLA 150, 176, 240 Unit 3 CLA 272, 300, 334, 358 Unit 4 CLA 412, 448, 474 Unit 5 CLA 502, 528, 566, 590 Unit 6 CLA 620, 644, 682, 708</p>

STANDARDS	PAGE REFERENCES
B. Compose well-organized and coherent writing for specific purposes and audiences.	
<p>3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).</p>	<p>Student Edition: Unit 1 <i>Writer's Checklist</i> 39, 65, 101, 123 Unit 2 <i>Writer's Checklist</i> 151, 177, 241 Unit 3 <i>Writer's Checklist</i> 273, 301, 335, 359 Unit 4 <i>Writer's Checklist</i> 413, 449, 475 Unit 5 <i>Writer's Checklist</i> 503, 529, 567, 591 Unit 6 <i>Writer's Checklist</i> 621, 645, 683, 709</p> <p>Teacher's Edition: Unit 1 WT 77B; WW 127B Unit 2 WT 189B; WW 245B Unit 3 WW 363B Unit 4 PRE 449 Unit 5 WT 541B; WW 595B Unit 6 PRE 683</p>
<p>3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.</p>	<p>Student Edition: Unit 1 65 <i>Writer's Checklist</i> 77 Unit 2 151 <i>Writer's Checklist</i> 189 Unit 3 <i>Writer's Checklist</i> 313 Unit 4 <i>Writer's Checklist</i> 425 Unit 5 <i>Writer's Checklist</i> 541 Unit 6 <i>Writer's Checklist</i> 657</p> <p>Teacher's Edition: Unit 1 WT 65B; WW 127B Unit 2 WW 245B Unit 3 WW 363B Unit 4 WT 449B; WW 479B Unit 5 WW 595B Unit 6 WW 713B</p>

STANDARDS	PAGE REFERENCES
<p>3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.</p>	<p>Student Edition: Unit 1 <i>Writer's Checklist</i> 39, 65, 101, 123 Unit 2 <i>Writer's Checklist</i> 151, 177, 241 Unit 3 <i>Writer's Checklist</i> 273, 301, 335, 359 Unit 4 <i>Writer's Checklist</i> 413, 449, 475 Unit 5 <i>Writer's Checklist</i> 503, 529, 591 Unit 6 <i>Writer's Checklist</i> 621, 645, 683, 709</p> <p>Teacher's Edition: Unit 1 F 38 Unit 2 F 150; WT 151B Unit 3 F 300 Unit 4 F 474 Unit 6 F 644</p>
<p>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>	<p>Student Edition: Unit 1 <i>Write to a Prompt</i> 76-77 <i>Writer's Craft</i> 38-39, 64-65, 100-101, 122-123 Unit 2 <i>Write to a Prompt</i> 188-189 <i>Writer's Craft</i> 150-151, 176-177, 240-241 Unit 3 <i>Write to a Prompt</i> 312-313 <i>Writer's Craft</i> 272-273, 300-301, 334-335, 358-359 Unit 4 <i>Write to a Prompt</i> 424-425 <i>Writer's Craft</i> 412-413, 448-449, 474-475 Unit 5 <i>Write to a Prompt</i> 540-541 <i>Writer's Craft</i> 502-503, 566-567, 590-591 Unit 6 <i>Write to a Prompt</i> 656-657 <i>Writer's Craft</i> 620-621, 644-645, 682-683, 708-709</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>	<p>Teacher’s Edition:</p> <p>Unit 1 F 64, 122; G39I-39J, 65I-65J, 101I-101J, 123I-123J ; S 39G-39H, 65G-65H, 101G-101H, 123G-123H; WT 39B, 65B, 101B, 123B; WW 127E</p> <p>Unit 2 F 240; G 151I-151J, 177I-177J, 241I-241J; S 151G-151H, 177G-177H, 241G-241H; WT 151B, 177B, 241B; WW 245E</p> <p>Unit 3 F 330, 334; G 273I-273J, 301I-301J, 335I-335J; S 273G-273H, 301G-301H, 335G-335H, 359G-359H; WT 273B, 301B, 335B, 359B; WW 363E</p> <p>Unit 4 G 387I-387J, 413I-413J, 449I-449J ; S 387G-387H, 413G-413H, 449G-449H, 475G-475H; WT 387B, 413B, 449B, 475B; WW 479E</p> <p>Unit 5 G 503I-503J, 529I-529J, 567I-567J ; S 503G-503H, 529G-529H, 567G-567H, 591G-591H; WT 503B, 529B, 567B, 591B; WT 503B; WW 595E</p> <p>Unit 6 F 682; G 621I-621J, 645I-645J, 683I-683J ; S 621G-621H, 645G-645H, 683G-683H, 709G-709H; WT 621B, 645B, 683B, 709B; WW 713E</p>
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	
<p>3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).</p>	<p>Student Edition:</p> <p>Unit 1 <i>Write to a Prompt</i> 76-77 <i>Writer’s Craft</i> 38-39, 64-65, 100-101, 122-123</p> <p>Unit 2 <i>Write to a Prompt</i> 188-189 <i>Writer’s Craft</i> 150-151, 176-177, 240-241</p> <p>Unit 3 <i>Write to a Prompt</i> 312-313 <i>Writer’s Craft</i> 272-273, 300-301, 334-335, 358-359</p> <p>Unit 4 <i>Write to a Prompt</i> 424-425 <i>Writer’s Craft</i> 412-413, 448-449, 474-475</p> <p>Unit 5 <i>Write to a Prompt</i> 540-541 <i>Writer’s Craft</i> 502-503, 528-529, 566-567, 590-591</p> <p>Unit 6 <i>Write to a Prompt</i> 656-657 <i>Writer’s Craft</i> 620-621, 644-645, 682-683, 708-709</p> <p>Teacher’s Edition:</p> <p>Unit 1 F 38, 64, 100, 122</p> <p>Unit 2 F 150, 176, 240</p> <p>Unit 3 F 272, 300, 334, 358</p> <p>Unit 4 F 412, 448, 474</p> <p>Unit 5 F 502, 528, 566, 590</p> <p>Unit 6 F 620, 644, 682, 708</p>

STANDARDS	PAGE REFERENCES
<p>3.C.2b Produce and format compositions for specified audiences using available technology.</p>	<p>Student Edition: Unit 2 150-151 (can be used to help facilitate this standard)</p> <p>Teacher’s Edition: Unit 1 CL 127I-127J Unit 2 CL 245I-245J; TP 128H Unit 3 CL 363I-363J Unit 4 AV 425F; CL 479I-479J Unit 5 CL 595I-595J Unit 6 CL 713I-713J</p>
<p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p>	
<p>Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.</p>	
<p>A. Listen effectively in formal and informal situations.</p>	
<p>4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.</p>	<p>Teacher’s Edition: Unit 1 SS 66J Unit 2 ML 208, 230; SS 178J Unit 3 CCC 323; GD 246I; ML 350 Unit 4 CCP 364I; RS 364H Unit 5 CCP 480I; LS 480I; ML 584 Unit 6 GD 596I; SS 658J</p>
<p>4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.</p>	<p>Student Edition: Unit 3 <i>Social Studies Activity</i> 299</p> <p>Teacher’s Edition: Unit 1 AL 127K Unit 2 AL 245K; SS 178J Unit 3 GD 246I Unit 4 RS 364H Unit 5 LS 480I Unit 6 GD 596I</p>
<p>4.A.2c Restate and carry out a variety of oral instructions.</p>	<p>Teacher’s Edition: Unit 6 GD 596I (can be used to help facilitate this standard)</p>

STANDARDS	PAGE REFERENCES
B. Speak effectively using language appropriate to the situation and audience.	
<p>4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.</p>	<p>Teacher’s Edition: Unit 1 CCC 53; CP 116; TP 16H, 127K Unit 2 ML 144, 230; TP 245K Unit 3 CCC 258; CCP 246I; ML 264; TP 246H, 363K Unit 4 CCC 378; TP 479K Unit 5 CCP 480I; ML 548; TP 480H, 595K Unit 6 CCP 596I; TP 713K</p>
<p>4.B.2b Use speaking skills and procedures to participate in group discussions.</p>	<p>Student Edition: Unit 1 <i>Talk About It</i> 17, 49, 79, 103 Unit 2 <i>Talk About It</i> 129, 153, 191, 219 Unit 3 <i>Talk About It</i> 247, 275, 315, 337 Unit 4 <i>Talk About It</i> 365, 389, 427, 451 Unit 5 <i>Talk About It</i> 481, 505, 543, 569 Unit 6 <i>Talk About It</i> 597, 623, 659, 685</p> <p>Teacher’s Edition: Unit 1 CB 16I Unit 2 CB 128I Unit 3 GD 246I Unit 4 CB 364I; RI 385 Unit 5 CB 480I; LS 480I Unit 6 GD 596I</p>
<p>4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).</p>	<p>Teacher’s Edition: Unit 3 SC 363K Unit 4 SC 479K Unit 6 SC 713K (can be used to help facilitate this standard)</p>
<p>4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.</p>	<p>Teacher’s Edition: Unit 1 W 16S, 78J (can be used to help facilitate this standard) Unit 2 SC 245K (can be used to help facilitate this standard) Unit 5 SC 595K (can be used to help facilitate this standard) Unit 6 SC 713K and SS 646J (can be used to help maintain nonverbal communication)</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
<p>Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	
<p>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p>	
<p>5.A.2a Formulate questions and construct a basic research plan.</p>	<p>Student Edition: Unit 1 <i>Write to a Prompt</i> 76-77</p> <p>Teacher’s Edition: Unit 1 RI 63; TP 16H Unit 2 TP 128H Unit 3 TP 246H Unit 4 TP 364H; WW 479A-479H Unit 5 TP 480H</p>
<p>5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).</p>	<p>Student Edition: Unit 1 <i>Write to a Prompt</i> 76-77</p> <p>Teacher’s Edition: Unit 1 RI 63; TP 16H Unit 2 RI 175; TP 128H Unit 3 TP 246H Unit 4 TP 364H; WR 479B; WW 479A-479H Unit 5 TP 480H Unit 6 RS 596H; WR 713C</p>
<p>B. Analyze and evaluate information acquired from various sources.</p>	
<p>5.B.2a Determine the accuracy, currency and reliability of materials from various sources.</p>	<p>Teacher’s Edition: Unit 2 ML 230; RI 175 Unit 4 ML 404 Unit 5 CCP 480I; ML 584</p>
<p>5.B.2b Cite sources used.</p>	<p>Teacher’s Edition: Unit 1 CL 127I; TP 16H Unit 2 RS 128H; TP 128H; WT 177B Unit 4 WR 479C Unit 5 TP 480H</p>

STANDARDS	PAGE REFERENCES
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
<p>5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.</p>	<p>Student Edition: Unit 1 <i>Write to a Prompt</i> 76-77 <i>Writer's Craft</i> 38-39, 64-65, 100-101, 122-123 Unit 2 <i>Write to a Prompt</i> 188-189 <i>Writer's Craft</i> 150-151, 176-177, 240-241 Unit 3 <i>Write to a Prompt</i> 312-313 <i>Writer's Craft</i> 272-273, 300-301, 334-335, 358-359 Unit 4 <i>Write to a Prompt</i> 424-425 <i>Writer's Craft</i> 412-413, 448-449, 474-475 Unit 5 <i>Write to a Prompt</i> 540-541 <i>Writer's Craft</i> 502-503, 528-529, 566-567, 590-591 Unit 6 <i>Write to a Prompt</i> 656-657 <i>Writer's Craft</i> 620-621, 644-645, 682-683, 708-709</p> <p>Teacher's Edition: Unit 1 CCP 16I; F 38, 64, 100, 122; SSA 37; TP 127K; W 16S Unit 2 CCP 128I; ML 230; TP 245K; SS 178J Unit 3 CCP 246I; F 272, 300, 334, 358; ML 264; TP 363K Unit 4 CCP 364I; F 386, 412, 448, 474; TP 479K Unit 5 CCP 480I; CP 510; ML 548; TP 595K; W 568J; Unit 6 CCP 596I; CP 692; F 620, 644, 682, 708; GD 596I; S 622J; SS 658J; TP 713K</p>
<p>5.C.2b Prepare and deliver oral presentations based on inquiry or research.</p>	<p>Student Edition: Unit 3 <i>Social Studies Activity</i> 299</p> <p>Teacher's Edition: Unit 1 RI 63; TP 16H Unit 2 RI 175; TP 128H Unit 3 CCP 246I; TP 246H Unit 4 CCC 378; RI 385; TP 364H Unit 5 RI 501; TP 480H Unit 6 RI 619; TP 596H</p>