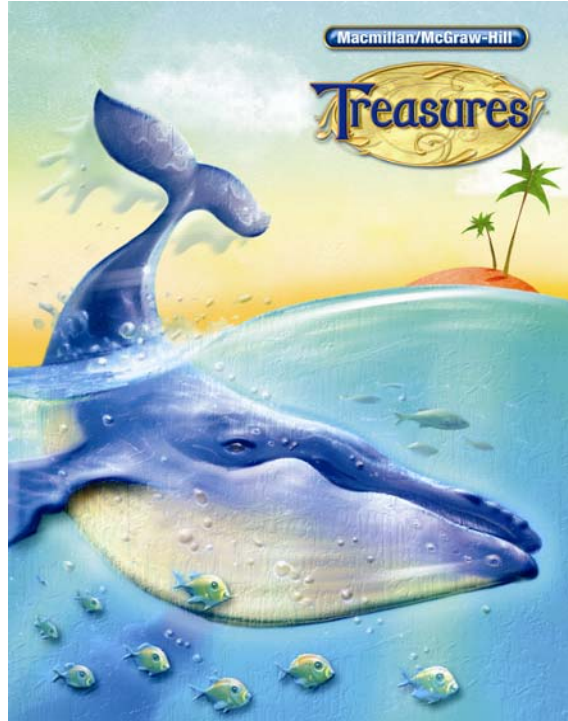




Macmillan/McGraw-Hill

**Content and Performance Standards
Reading and Writing
Grade 6**



**Grade 6
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STANDARDS	PAGE REFERENCES
Reading Performance Standards	
<p>R2.1 a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.</p> <p>b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.E.B.1</p>	
The student uses strategies to decode or comprehend meaning of words in text by	
<p>[6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p>	<p>Student Edition: Unit 3 <i>Vocabulary</i> 248, 316</p> <p>Teacher Edition: Unit 1 V 115 Unit 2 V 198 Unit 3 DC 253, 324; V 249, 273D, 273O, 273Q, 286, 317; WS 359G, 425G Unit 5 ELL 541D; WS 646I</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) *</p>	<p>Student Edition: Unit 1 T6, T7 <i>Vocabulary</i> 80, 86 Unit 2 T7 Unit 3 T6 <i>Vocabulary</i> 248, 276, 316 Unit 4 T5 <i>Vocabulary</i> 366 Unit 5 T7, T8, T10 <i>Vocabulary</i> 482, 506, 570 Unit 6 T8, T9, T10 <i>Vocabulary</i> 598, 686</p> <p>Teacher Edition: Unit 1 V 81, 101C, 101D, 115; WS 78I Unit 2 ELL 189D; V 189C, 189D, 198 Unit 3 DC 253, 324; V 249, 273D, 273O, 273Q, 277, 286, 317; WCM 324; WS 314I, 359G, 425G Unit 4 V 367; WS 413C, 413D, 414I Unit 5 ELL 541D; V 507, 571; VR 529F; WS 504I, 529E, 646I Unit 6 MMW 693; OL 621F; V 687; VR 621F; WCM 608; WS 622I, 646I, 684I</p>
<p>[6] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or subheadings)</p>	<p>Student Edition: Unit 1 <i>Text Feature</i> 36, 60 Unit 2 <i>Text Feature</i> 148, 172 Unit 3 <i>Text Feature</i> 268 Unit 4 <i>Text Feature</i> 382 Unit 5 <i>Text Feature</i> 498, 562 Unit 6 <i>Text Feature</i> 640, 704</p> <p>Teacher Edition: Unit 1 TF 36, 60 Unit 2 TF 148, 172 Unit 3 TF 268 Unit 4 TF 382 Unit 5 TF 498, 562 Unit 6 TF 640, 704</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., happy, ecstatic), L] and analogies*</p>	<p>Student Edition: Unit 1 <i>Vocabulary</i> 104 Unit 2 <i>Vocabulary</i> 220 Unit 3 <i>Vocabulary</i> 338 Unit 4 <i>Vocabulary</i> 366 Unit 5 <i>Vocabulary</i> 544 Unit 6 <i>Vocabulary</i> 624</p> <p>Teacher Edition: Unit 1 C 110; DC 97, 113; ELL 123D; V 105, 123D, 123O, 123Q Unit 2 ELL 241D; V 221, 241D, 241O, 241Q Unit 3 DC 352; ELL 359D; V 339, 359D, 359F, 359O, 359Q Unit 4 DC 373; ELL 387D; V367, 387D, 387O, 387Q, 449D, 449F, 449O, 449Q; VB 425F Unit 5 DC 549; V 567D, 567F, 567O, 567Q Unit 6 V 625, 645D, 645O, 645Q</p>
<p>[6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)* (L)</p>	<p>Student Edition: Unit 1 <i>Think and Compare</i> 59, 119 Unit 2 <i>Think and Compare</i> 147, 178 Unit 3 <i>Think and Compare</i> 355 Unit 4 <i>Think and Compare</i> 381, 471 Unit 5 <i>Think and Compare</i> 525 Unit 6 <i>Think and Compare</i> 679</p> <p>Teacher Edition: Unit 1 C 48; DC 50, 112; IT 61</p>

STANDARDS	PAGE REFERENCES
R2.2 Infer meaning from text. E.B.1	
The student comprehends literal or inferred meaning from text by	
<p>[6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p>	<p>Student Edition: Unit 1 18-19, 20-33, 42-43, 44-57, 70-73, 80-81, 82-93, 104-105, 106-117, 120-121 <i>Comprehension Check</i> 35, 59, 95 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 <i>Comprehension Check</i> 147, 171 Unit 3 248-249, 250-265, 276-277, 278-293, 304-305, 306-309, 318-329, 332-333, 338-339, 340-353 <i>Comprehension Check</i> 267, 295, 355 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 <i>Comprehension Check</i> 471 Unit 5 482-483, 485-495, 506-507, 508-523, 526-527, 532-533, 534-537, 544-545, 546-559, 570-571, 572-585 <i>Comprehension Check</i> 525, 561 Unit 6 598-599, 601-613, 624-625, 626-637, 648-649, 650-653, 660-661, 663-677, 680-681, 686-687, 689-701 <i>Comprehension Check</i> 639, 703 Teacher Edition: Unit 1 CC 35, 59, 95 Unit 2 CC 147, 171 Unit 3 CC 267, 295, 355 Unit 4 CC 471 Unit 5 CC 525, 561 Unit 6 CC 639, 703</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction)* (L)</p>	<p>Student Edition: Unit 1 <i>Think and Compare</i> 59, 119 Unit 2 <i>Think and Compare</i> 147, 178 Unit 3 <i>Think and Compare</i> 355 Unit 4 <i>Think and Compare</i> 381, 471 Unit 5 <i>Think and Compare</i> 525 Unit 6 <i>Think and Compare</i> 639, 679</p> <p>Teacher Edition: Unit 1 C 48; DC 50, 112; IT 61 Unit 2 GQ 149, 156, 182 Unit 6 GQ 600, 626, 662</p>
<p>[6] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if ____, deduces missing outcome or information, such as where a story takes place if not directly stated)*</p>	<p>Student Edition: Unit 2 T1 <i>Think and Compare</i> 147, 171, 211</p> <p>Teacher Edition: Unit 1 DC 48, 54 Unit 2 DC 200, 229, 231 Unit 3 C 267B; DC 254, 260, 328 Unit 4 DC 376 Unit 6 DC 695</p>
<p>[6] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)</p>	<p>Student Edition: Unit 3 T2 <i>Think and Compare</i> 295, 355</p> <p>Teacher Edition: Unit 1 DC 90, 116 Unit 2 DC 184, 226 Unit 3 DC 280, 286, 288, 292, 343, 344, 345, 348, 349 Unit 4 DC 384, 396, 409, 463 Unit 5 DC 511, 517, 576 Unit 6 DC 606, 617, 631</p>
<p>R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p>	
<p>The student reads text aloud by</p>	
<p>[6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)</p>	<p>Teacher Edition: Unit 3 F 262 Unit 5 F 519 Unit 6 F 696</p>

STANDARDS	PAGE REFERENCES
<p>R1.4 a. Retell or dramatize a story after reading it. b. Restate information after reading a text. E.B.1</p>	
<p>The student restates/summarizes information by</p>	
<p>[6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text*</p>	<p>Student Edition: Unit 1 <i>Summarize</i> 35, 59, 95 Unit 2 <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 <i>Summarize</i> 615, 679, 703</p> <p>Teacher 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 379; SUM 492, 497, 516, 525, 555, 561, 577, 579, 582, 584, 587 Unit 6 SUM 606, 615, 639, 653, 669, 679, 699, 703</p>
<p>R1.5 Identify the main idea of a passage. E.B.1</p>	
<p>The student demonstrates an understanding of main idea by</p>	
<p>[6] 2.5.1 Identifying the main idea or central concept in various types of texts*</p>	<p>Student Edition: Unit 1 70-73, 106-117, 119</p> <p>Teacher Edition: Unit 1 C 70, 73A, 77O; DC 72, 109, 111; ELL 109, 114; ES 111 Unit 3 DC 308</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details*</p>	<p>Student Edition: Unit 1 18-19, 20-33, 42-43, 44-57, 70-73, 80-81, 82-93, 104-105, 106-117, 120-121 <i>Comprehension Check</i> 35, 59, 95 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 <i>Comprehension Check</i> 147, 171 Unit 3 248-249, 250-265, 276-277, 278-293, 304-305, 306-309, 318-329, 332-333, 338-339, 340-353 <i>Comprehension Check</i> 267, 295, 355 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 <i>Comprehension Check</i> 471 Unit 5 482-483, 485-495, 506-507, 508-523, 526-527, 532-533, 534-537, 544-545, 546-559, 570-571, 572-585 <i>Comprehension Check</i> 525, 561 Unit 6 598-599, 601-613, 624-625, 626-637, 648-649, 650-653, 660-661, 663-677, 680-681, 686-687, 689-701 <i>Comprehension Check</i> 639, 703 Teacher Edition: Unit 1 CC 35, 59, 95 Unit 2 CC 147, 171 Unit 3 CC 267, 295, 355 Unit 4 CC 471 Unit 5 CC 525, 561 Unit 6 CC 639, 703</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.5.3 Locating references from the text that support understanding of a main idea (e.g., what event in history is similar to this one) (L)</p>	<p>Student Edition: Unit 1 18-19, 20-33, 42-43, 44-57, 70-73, 80-81, 82-93, 104-105, 106-117, 120-121 <i>Comprehension Check</i> 35, 59, 95 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 <i>Comprehension Check</i> 147, 171 Unit 3 248-249, 250-265, 276-277, 278-293, 304-305, 306-309, 318-329, 332-333, 338-339, 340-353 <i>Comprehension Check</i> 267, 295, 355 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 <i>Comprehension Check</i> 471 Unit 5 482-483, 485-495, 506-507, 508-523, 526-527, 532-533, 534-537, 544-545, 546-559, 570-571, 572-585 <i>Comprehension Check</i> 525, 561 Unit 6 598-599, 601-613, 624-625, 626-637, 648-649, 650-653, 660-661, 663-677, 680-681, 686-687, 689-701 <i>Comprehension Check</i> 639, 703 Teacher Edition: Unit 1 CC 35, 59, 95 Unit 2 CC 147, 171 Unit 3 CC 267, 295, 355 Unit 4 CC 471 Unit 5 CC 525, 561 Unit 6 CC 639, 703</p>
<p>R1.6 Read and follow simple directions to complete a simple task. E.C.2</p>	
<p>The student follows directions by</p>	
<p>[6] 2.6.1 Completing a task by following written, multi-step directions (e.g., basic science experiment) (L)</p>	<p>Teacher Edition: Unit 5 C 521</p>
<p>[6] 2.6.2 Identifying the sequence of steps in multi-step directions*</p>	<p>Teacher Edition: Unit 5 C 521</p>

STANDARDS	PAGE REFERENCES
<p>R1.7 Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2</p>	
<p>The student analyzes content and structure of genres by</p>	
<p>[6] 2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry*</p>	<p>Student Edition: Unit 1 20-33, 45-57, 82-93 Unit 2 132-145, 194-209 Unit 3 250-265, 278-293, 332-333 Unit 4 454-469 Unit 5 508-523, 526-527 Unit 6 626-637, 689-701</p> <p>Teacher Edition: Unit 1 G 20, 44, 82 Unit 2 G 132, 194 Unit 3 G 250, 278, 332 Unit 4 G 454 Unit 5 G 508, 526 Unit 6 G 626, 688</p>
<p>[6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry</p>	<p>Student Edition: Unit 1 18-19, 20-33, 42-43, 44-57, 70-73, 80-81, 82-93, 104-105, 106-117, 120-121 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 Unit 3 248-249, 250-265, 276-277, 278-293, 304-305, 306-309, 318-329, 332-333, 338-339, 340-353 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 Unit 5 482-483, 485-495, 506-507, 508-523, 526-527, 532-533, 534-537, 544-545, 546-559, 570-571, 572-585 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 Edition: Unit 1 G 20, 44, 82 Unit 2 G 132, 194, 212, 238 Unit 3 G 250, 278, 332 Unit 4 G 408, 446, 454 Unit 5 G 508, 526, 572 Unit 6 G 626</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.7.3 Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification)</p>	<p>Student Edition: Unit 1 20-33 Unit 2 138-139 <i>Literary Elements</i> 238 Unit 3 340-353 <i>Writer’s Craft</i> 300 Unit 4 408-411 <i>Literary Elements</i> 408 Unit 5 508-523, 546-559, 583, 588-589 <i>Literary Elements</i> 526 Unit 6 602, 606</p> <p>Teacher Edition: Unit 1 C 26, 28; LE 121 Unit 2 C 139; DC 144; LE 239 Unit 3 AC 354 Unit 4 LE 408, 410; M 446 Unit 5 AC 524; C 552; DC 83; F 519; LE 527, 588</p>

STANDARDS	PAGE REFERENCES
<p>R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction. E.B.2</p>	
<p>The student analyzes literary elements and devices by</p>	
<p>[6] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation, growth and change) • point of view (who is telling the story) 	<p>Student Edition:</p> <p>Unit 1 20-34, 44-57, 82-93, 106-117, 120-121 <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, 430-443, 454-469 <i>Comprehension Check</i> 471 <i>Connect and Compare</i> 411</p> <p>Unit 5 484-495, 508-523, 546-559, 588-589 <i>Connect and Compare</i> 589</p> <p>Unit 6 626-637, 688-701 <i>Comprehension Check</i> 639</p> <p>Teacher Edition:</p> <p>Unit 1 AC 34, 118; C 26; DC 26, 32; ELL 32; LE 121</p> <p>Unit 3 AC 266; ELL 256</p> <p>Unit 4 AC 444; C 436; DC 441</p> <p>Unit 5 AC 496, 524; C 488; F 519</p>
<p>[6] 2.8.2 Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors*</p>	<p>Student Edition:</p> <p>Unit 1 <i>Think and Compare</i> 35, 59, 95, 119</p> <p>Unit 2 <i>Think and Compare</i> 147, 171, 211, 237</p> <p>Unit 3 <i>Think and Compare</i> 267, 295, 331, 355</p> <p>Unit 4 <i>Think and Compare</i> 381, 407, 445, 471</p> <p>Unit 5 <i>Think and Compare</i> 497, 525, 527, 561</p> <p>Unit 6 <i>Think and Compare</i> 615, 639, 679, 703</p> <p>Teacher Edition:</p> <p>Unit 1 FQ 35, 59, 95, 119</p> <p>Unit 2 FQ 147, 171, 211, 237</p> <p>Unit 3 FQ 267, 295, 331, 355</p> <p>Unit 4 FQ 381, 407, 445, 471</p> <p>Unit 5 FQ 497, 525, 527, 561</p> <p>Unit 6 FQ 615, 639, 679, 703</p>

STANDARDS	PAGE REFERENCES
R1.9 Express own opinions about texts. E.D.1	
The student analyzes content of text to differentiate fact and opinion by	
[6] 2.9.1 Distinguishing fact from opinion in a text*	<p>Student Edition: Unit 4 392-405, 429, 430-443 <i>Think and Compare</i> 407, 445</p> <p>Teacher Edition: Unit 4 C T2; DC 395, 398, 400, 402, 403; ELL 394; ES 399; ML 404</p>
[6] 2.9.2 Identifying bias/propaganda by citing textual evidence	<p>Teacher Edition: Unit 1 CCP 16I Unit 2 RT 189B Unit 3 CCC 323 Unit 4 CCP 364I; ML 404 Unit 5 CCP 480I; ML 548 Unit 6 ML 675</p>
[6] 2.9.3 Expressing own opinion about material read and supporting opinions with evidence from text*	<p>Student Edition: Unit 1 <i>Think and Compare</i> 35, 95 Unit 2 <i>Think and Compare</i> 171, 211 Unit 3 <i>Think and Compare</i> 267, 331 Unit 4 <i>Think and Compare</i> 381, 407, 445 Unit 5 <i>Think and Compare</i> 497, 525, 537, 587 Unit 6 <i>Think and Compare</i> 615, 639, 679</p> <p>Teacher Edition: Unit 1 TS 35, 95 Unit 2 TS 171, 211 Unit 3 TS 267, 331 Unit 4 TS 381, 407, 445 Unit 5 TS 497, 525, 587 Unit 6 TS 615, 639, 679</p>

STANDARDS	PAGE REFERENCES
<p>R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections. E.B.3</p>	
<p>The student connects themes by</p>	
<p>[6] 2.10.1 Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)*</p>	<p>Student Edition: Unit 1 21-34, 83-94 <i>Author’s Purpose</i> 34, 94 <i>Think and Compare</i> 35, 95 Unit 2 157-170, 195-210 <i>Author’s Purpose</i> 170, 210 <i>Think and Compare</i> 171, 211 Unit 3 251-266, 306-309, 319-330 <i>Author’s Purpose</i> 266, 330 <i>Think and Compare</i> 267, 331 Unit 4 368-380, 393-406, 431-444 <i>Author’s Purpose</i> 380, 406, 444 <i>Think and Compare</i> 381, 407, 445 Unit 6 601-614, 627-638, 663-678 <i>Author’s Purpose</i> 614, 638, 678 <i>Think and Compare</i> 615, 639, 679</p> <p>Teacher Edition: Unit 1 AP 34, 94 Unit 2 AP 170, 210 Unit 3 AP 266, 330 Unit 4 AP 380, 406, 444; DC 370, 372, 375, 376, 378, 442; ELL 372, 376; ES 375; TW 381 Unit 6 AP 614, 638, 678; DC 670</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts *</p>	<p>Student Edition: Unit 1 <i>Think and Compare</i> 35, 59, 95 <i>Writer’s Craft</i> 38-39, 64-65, 122-123 Unit 2 <i>Think and Compare</i> 147, 171, 211, 237 <i>Write to a Prompt</i> 188-189 <i>Writer’s Craft</i> 176-177 Unit 3 <i>Think and Compare</i> 267, 295, 331, 355 Unit 4 <i>Think and Compare</i> 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 <i>Write to a Prompt</i> 656-657</p> <p>Teacher Edition: Unit 1 TC 35, 59, 95 Unit 2 TC 147, 171, 211, 237 Unit 3 TC 267, 295, 331, 355 Unit 4 TC 381, 407, 445, 471 Unit 5 TC 497, 525, 561, 587 Unit 6 TC 615, 679, 703</p>
<p>R1.11 Identify basic cultural influences in texts. E.E.1</p>	
<p>The student makes connections between cultural influences/events by</p>	
<p>[6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)</p>	<p>Student Edition: Unit 1 42-43, 44-57, 82-93 <i>Think and Compare</i> 95 Unit 2 133-145 Unit 3 251-265 Unit 4 455-466 Unit 5 509-523, 573-585 <i>Think and Compare</i> 525</p> <p>Teacher Edition: Unit 1 CCC 53; CP 52 Unit 2 CCC 136; CP 137 Unit 3 CCC 258; FQ 267 Unit 4 CCC 457; CP 468 Unit 5 CCC 512, 522; FQ 525</p>

STANDARDS	PAGE REFERENCES
Writing Performance Standards	
W2.1 Write a well-organized two-paragraph composition that addresses a single topic. E.A.1	
The student writes about a topic by	
<p>[6] 2.1.1 Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details</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> 386-387, 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 Teacher Edition: Unit 1 F 38, 64, 100, 122 Unit 2 F 150, 176, 240 Unit 3 F 272, 300, 334, 358 Unit 4 F 386, 412, 448, 474 Unit 5 F 502, 528, 566, 590 Unit 6 F 620, 644, 682, 708</p>
<p>[6] 2.1.2 Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)</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> 386-387, 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 Teacher Edition: Unit 2 F 150</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.1.3 Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (L)</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> 386-387, 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 Edition: Unit 1 F 38 Unit 2 F 240 Unit 3 F 334 Unit 4 F 448, 474 Unit 5 F 528, 590 Unit 6 F 620, 644</p>
<p>[6] 2.1.4 Writing a concluding statement*</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> 386-387, 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 Edition: Unit 1 F 38</p>

STANDARDS	PAGE REFERENCES
<p>W.2.2 Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4</p>	
<p>The student writes for a variety of purposes and audiences by</p>	
<p>[6] 2.2.1 Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)</p>	<p>Student Edition: Unit 1 <i>Writer’s Craft</i> 38-39, 64-65, 100-101, 122-123 Unit 2 <i>Write to a Prompt</i> 188-189 Unit 3 <i>Writer’s Craft</i> 272-273, 300-301, 334-335, 358-359 Unit 4 <i>Write to a Prompt</i> 424-425 Teacher Edition: Unit 1 F 38, 64, 100, 122; W 16S, 66J, 78J, 102J; WW 127A-127E Unit 2 R 188 Unit 3 F 272, 300, 334, 358; W 246S, 274J, 302J, 314J, 336J; WW 363A-363E Unit 4 R 424</p>
<p>[6] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)*</p>	<p>Student Edition: Unit 1 <i>Write to Prompt</i> 76-77 Unit 2 <i>Writer’s Craft</i> 176-177 Unit 4 <i>Writer’s Craft</i> 386-387, 412-413, 448-449, 474-475 Unit 5 <i>Writer’s Craft</i> 528-529, 590-591 Unit 6 <i>Writer’s Craft</i> 620-621, 644-645, 682-683, 708-709 Teacher Edition: Unit 1 R 76 Unit 2 F 176 Unit 4 F 386, 412, 448, 474 Unit 5 F 528, 590 Unit 6 F 620, 644, 682, 708</p>
<p>[6] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer’s notebook memoirs, poetry, plays or lyrics)* (L)</p>	<p>Student Edition: Unit 1 <i>Writer’s Craft</i> 38-39, 100-101, 122-123 Unit 3 <i>Writer’s Craft</i> 272-273, 300-301, 334-335, 358-359 Unit 5 <i>Writer’s Craft</i> 502-503, 566-567, 590-591 Teacher Edition: Unit 1 F 38, 100, 122 Unit 3 F 272, 300, 334, 358 Unit 5 F 502, 566, 590</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)</p>	<p>Student Edition: Unit 6 <i>Writer’s Craft</i> 645</p> <p>Teacher Edition: Unit 1 TC 127K Unit 2 TC 245K Unit 3 CCC 258; CCP 246I; TC 363K Unit 4 TC 479K; USG 479I Unit 5 TC 595K Unit 6 CI 713I; TC 713K</p>
	<p>W2. 3 a. Use a variety of simple and complex sentence structures in written work. b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5</p>
	<p>The student writes and edits using conventions of Standard English by</p>
<p>[6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing*</p>	<p>Student Edition: Unit 1 <i>Writer’s Craft</i> 38-39, 100-101, 122-123 Unit 2 <i>Writer’s Craft</i> 176-177, 240-241 Unit 3 <i>Writer’s Craft</i> 272-273, 334-335 Unit 4 <i>Writer’s Craft</i> 386-387, 412-413, 474-475 Unit 5 <i>Writer’s Craft</i> 528-529, 590-591 Unit 6 <i>Writer’s Craft</i> 620-621, 644-645, 682-683, 708-709</p> <p>Teacher Edition: Unit 2 F 240</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)*</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> 386-387, 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 Edition: Unit 1 F 38, 63, 100, 122; R 76; S 39G, 39H, 65G, 65H, 101G, 101H, 123G-123H; WT 39B, 65B, 101B, 123B, WW 127E Unit 2 F 150, 176, 240; R 188; S 151G, 151H, 177G, 177H, 241G, 241H; WT 151B, 177B, 241B; WW 245E Unit 3 F 272, 300, 334, 358; R 312; S 273G, 273H, 301G, 201H, 335G, 335H; WT 273B, 301B, 335B, 359B; WW 363E 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 Unit 5 F 502, 528, 566, 590; R 540; S 503G, 503H, 529G, 529H, 567G, 567H, 591G, 591H; WR 595C; WT 503B, 529B, 567B, 591B; WW 595E Unit 6 F 620, 644, 682, 708; R 656; S 621G, 621H, 645G, 645H, 683G, 683H, 709G, 709H; WT 621B, 645B, 683B, 709B; WW 713E</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.3.3 Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization</p>	<p>Student Edition: Unit 1 <i>Writer's Craft</i> 64-65, 122-123 Unit 2 <i>Writer's Craft</i> 150-151, 240-241 Unit 3 <i>Writer's Craft</i> 300-301, 334-335 Unit 4 <i>Writer's Craft</i> 448-449 Unit 5 <i>Writer's Craft</i> 502-503 Unit 6 <i>Writer's Craft</i> 620-621, 682-683</p> <p>Teacher Edition: Unit 1 F 64, 122 Unit 2 F 240 Unit 3 F 300, 334 Unit 6 F 620, 682</p>
<p>[6] 2.3.4 Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)</p>	<p>Student Edition: Unit 1 <i>Writer's Craft</i> 38-39 Unit 3 <i>Writer's Craft</i> 272-273 Unit 4 <i>Writer's Craft</i> 386-387, 412-413, 448-449 Unit 6 <i>Writer's Craft</i> 644-645</p> <p>Teacher Edition: Unit 3 G 273I-273J, 301I-301J, 335I-335J, 359I-359J Unit 4 G 387I-387J, 413I-413J, 449I-449J, 475I-475J Unit 6 G 683I-683J</p>

STANDARDS	PAGE REFERENCES
<p>W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5</p> <p>b. Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p> <p>The student revises writing by</p>	
<p>[6] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear</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> 386-387, 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 Edition:</p> <p>Unit 1 WW 127D Unit 2 WW 245D Unit 3 WW 363D Unit 4 WW 479D Unit 5 WW 595D Unit 6 WW 713D</p>
<p>[6] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)</p>	<p>Student Edition:</p> <p>Unit 1 127G-127H Unit 2 245G-245H Unit 3 363G-363H Unit 4 479G-479H Unit 5 595G-595H Unit 6 713G-713H</p> <p>Teacher Edition:</p> <p>Unit 1 F 38, 64, 100, 122; R 76 Unit 2 F 150, 176, 240; R 188 Unit 3 F 272, 300, 334, 358; R 312 Unit 4 F 386, 412, 448, 474; R 424 Unit 5 F 502, 528, 566, 590; R 540 Unit 6 F 620, 644, 682, 708; R 656</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)</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> 386-387, 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 Edition: Unit 1 WW 127D Unit 2 WW 245D Unit 3 WW 363D Unit 4 WW 479D Unit 5 WW 595D Unit 6 WW 713D</p>
<p>W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3</p>	
<p>The student documents sources by</p>	
<p>[6] 2.5.1 Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist)* (L)</p>	<p>Teacher Edition: Unit 1 UC 127I Unit 2 CS 177B</p>
<p>W2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7</p>	
<p>The student uses resources by</p>	
<p>[6] 2.6.1 Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)</p>	<p>Student Edition: Unit 1 <i>Dictionary</i> 18 Unit 2 <i>Dictionary</i> 154, 192 Unit 3 <i>Dictionary</i> 27 Unit 6 <i>Dictionary</i> 686</p> <p>Teacher Edition: Unit 1 OL 123F</p>

STANDARDS	PAGE REFERENCES
<p>[6] 2.6.2 Using a thesaurus to find synonyms for common words* (L)</p>	<p>Student Edition: Unit 5 <i>Thesaurus</i> 544 Unit 6 <i>Thesaurus</i> 624</p> <p>Teacher Edition: Unit 5 V 545 Unit 6 V 625</p>
<p>[6] 2.6.3 Writing with a word processor using formatting features to produce a final draft (L)</p>	<p>Teacher Edition: Unit 4 AV 425F; CL 479I-479J</p>