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Grade 6

Correlated with

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Priority Academic Student Skills (PASS)
Language Arts

Grade 6

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Reading/Literature: **The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**	
Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.	
1. Words in Context	
a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	pp. 43, 47, 65D, 69, 77D, 81, 101D, 113, 131, 140, 151D, 151O, 151Q, 181, 189D, 189O, 189Q, 249, 253, 273C, 273O, 273R, 305, 313D, 317, 324, 335D, 335O, 335Q, 352, 359D, 359F, 367, 373, 383, 387D, 387O, 387Q, 391, 396, 413D, 413O, 413R, 429, 449D, 449F, 449O, 449Q, 483, 503D, 503O, 507, 513, 529D, 529O, 533, 541D, 540O, 571, 577, 591D, 591Q, 621D, 642, 649, 661, 669, 683D, 705, **6.1:** T5, T6, **6.2:** T5, **6.3:** T5, T7, T8, **6.4:** T5, T6, **6.5:** T6, T7, T8, **6.6:** T6, T8, T9, T10
b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *The Snowplow Reared Up Like a Stallion)*, metaphors (implied comparisons: *Peace is a Sunrise)*, and multiple meaning words.	pp. 17, 19, 23, 26, 28, 31, 39D, 39F, 39O, 39Q, 139, 144, 238-239, 241Q, 241S, 446, 583, 588-589, 591Q, 591S, 606, 638, 687, 693, 698, 709D, 709O, 709Q
2. Word Origins	
a. Recognize the origins and meanings of foreign words frequently used in English.	pp. 137, 258, 277, 301O, 301Q, 596I, 657A, 683E, 709E, 709G-709H
b. Apply knowledge of root words to determine the meaning of unknown words within a passage.	pp. 249, 253, 273D, 273O, 273Q, 286, 359G, 413D, 425E, 425G-425H, 503F, **6.3:** T5
c. Use word origins, including knowledge of less common roots (*graph = writing, logos = the study of)* and word parts *(auto = self, bio = life)* from Greek and Latin to analyze the meaning of complex words *(autograph, autobiography, biology).*	pp. 277, 301O, 301Q, 507, 513, 529D, 529O, 529Q, 596I, 530I, 533, 541D, 541O, 541Q, 596R, 599, 610, 621D, 621F, 621O, 621Q, 649, 657A, 657D, 657O, 657Q, 661, 669, 683D, 683E, 683O, 683Q, 709G-709H
3. Using Resource Materials and Aids	
a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.	pp. 19, 31, 39D, 39F, 39O, 39Q, 123F, 127O-127T, 134, 151F, 155, 162, 177D, 177O, 177Q, 189, 189F, 193, 217D, 217O, 217Q, 221, 225, 241D, 241F, 241O, 241Q, 245C, 245O-245T, 273F, 277, 283, 301D, 301O, 301Q, 363C, 363O-363T, 387F, 417, 425D, 425F, 425O, 425Q, 449F, 453, 475D, 475F, 475O, 475Q, 479O-479T, 537B, 541A, 541F, 541Q, 545, 549, 567D, 567O, 567Q, 595O-595T, 621F, 625, 628, 645D, 645F, 645O, 645Q, 687, 693, 709D, 709O, 709Q, 713O-713T**, 6.5:** T11

b. Relate dictionary definitions to context of the reading in order to aid understanding.	pp. 69, 77D, 77O, 77Q, 86, 189D, 297, 472
Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.	
1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	pp. 30, 35A, 39L, 39N, 59A, 65L, 73A, 77L, 77N, 78I, 95A, 101L, 101N, 102I, 119A, 123L, 147A, 151L, 151N, 171A, 177L, 177N, 178I, 185A, 189L, 211A, 217L, 217N, 218I, 237A, 241L, 241N, 246S, 262, 265N, 267A, 273L, 273N, 295A, 301L, 309A, 313L, 331A, 335L, 335N, 336I, 337, 355A, 359L, 359N, 371, 381A, 387L, 387N, 407A, 413L, 421A, 425L, 425N, 445A, 449L, 471A, 475L, 475S, 497A, 503L, 503N, 503Q, 519, 525A, 529L, 537A, 541L, 561A, 567L, 587A, 591L, 615A, 621L, 639A, 645L, 645N, 653A, 657L, 679A, 683L, 696, 703A, 709L
2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).	pp. 16R, 17, 30, 35A, 39K, 39L, 39N, 39Q, 39S, 40I, 41, 59A, 65K, 65L, 65N, 65Q, 65S, 66I, 67, 73A, 77K, 77L, 77N, 77Q, 77S, 78I, 79, 87, 95A, 101K, 101L, 101N, 101Q, 101S, 102I, 103, 119A, 123K, 123L, 123N, 123Q, 123S, 128R, 129, 147A, 151K, 151L, 151N, 151Q, 151S, 152I, 153, 171A, 177K, 177L, 177N, 177Q, 177S, 178I, 179, 185A, 189K, 189L, 189N, 189Q, 189S, 190I, 191, 211A, 217K, 217L, 217N, 217Q, 217S, 218I, 219, 237A, 241K, 241L, 241N, 241Q, 241S, 246R, 247, 262, 267A, 273K, 273L, 273N, 273Q, 273S, 274I, 275, 295A, 301K, 301L, 301N, 301Q, 301S, 301S, 302I, 303, 309A, 313K, 313L, 313N, 313Q, 313S, 314I, 315, 331A, 335K, 335L, 335N, 335Q, 335S, 336I, 337, 355A, 359K, 359L, 359N, 359Q, 359S, 364R, 365, 371, 381A, 387K, 387L, 387N, 387Q, 387S, 388I, 389, 407A, 413K, 413L, 413N, 413Q, 413S, 414I, 415, 421A, 425I, 425K, 425L, 425N, 425Q, 425S, 426I, 427, 445A, 449K, 449L, 449N, 449Q, 449S, 450I, 451, 471A, 475K, 475L, 475N, 475Q, 475S, 480R, 481, 497A, 503K, 503L, 503N, 503Q, 503S, 504I, 505, 525A, 529K, 529L, 529N, 529Q, 529S, 530I, 531, 537A, 541K, 541L, 541N, 541Q, 541S, 542I, 543, 561A, 567K, 567L, 567N, 567Q, 567S, 568I, 569, 587A, 591K, 591L, 591N, 591Q, 591S, 596R, 597, 615A, 621K, 621L, 621N, 621Q, 621S, 622I, 623, 639A, 645K, 645L, 645N, 645Q, 645S, 646I, 647, 653A, 657K, 657L, 657N, 657Q, 657S, 658I, 659, 679A, 683K, 683L, 683N, 683Q, 683S, 684I, 685, 703A, 709K, 709L, 709N, 709Q, 709S

3. Increase silent reading speed through daily independent reading.	pp. 16R, 39T, 40I, 65T, 66I, 77T, 78I, 101T, 102I, 123T, 128R, 151T, 152I, 177T, 178I, 189T, 190I, 217T, 218I, 241T, 246R, 273T, 274I, 301T, 302I, 313T, 314I, 335T, 336I, 359T, 364R, 387T, 388I, 413T, 414I, 425T, 426I, 449T, 450I, 475T, 480R, 503T, 504I, 529T, 530I, 541T, 542I, 567T, 568I, 591T, 596R, 621T, 622I, 645T, 646I, 657T, 658I, 683T, 684I, 709T
4. Read silently for increased periods of time.	pp. 146, 236, 294, 596I
Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.	
Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	
1. Literal Understanding	
a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).	pp. 16, 21, 29, 39P, 39R, 39T, 39V, 40, 45, 53, 65P, 65R, 65T, 65V, 66, 71, 77P, 77R, 77T, 77V, 78, 83, 89, 101P, 101R, 101T, 101V, 102, 107, 123P, 123R, 123T, 123V, 128, 131A-131B, 132-145, 149, 151O, 151P, 151R, 151T, 151V, 152, 155A-155B, 156-169, 177O, 177P, 177R, 177T, 177V, 178, 181A-181B, 182-185, 189O, 189P, 189R, 189T, 189V, 190, 195, 202, 217P, 217R, 217T, 217V, 218, 223, 228, 241P, 241R, 241T, 241V, 246, 251, 263, 273P, 273R, 273T, 273V, 274, 279, 301P, 301R, 301T, 301V, 302, 307, 313P, 313R, 313T, 313V, 314, 319, 335P, 335R, 335T, 335V, 336, 341, 359P, 359R, 359T, 359V, 364, 369, 387P, 387R, 387T, 387V, 388, 393, 413P, 413R, 413T, 413V, 414, 419, 425P, 425R, 425T, 425V, 426, 431, 433, 449P, 449R, 449T, 449V, 450, 455, 475P, 475R, 475T, 475V, 480, 485, 503P, 503R, 503T, 503V, 504, 509, 515, 529P, 529R, 529T, 529V, 530, 535, 541P, 541R, 541T, 541V, 542, 547, 555, 563, 567P, 567R, 567T, 567V, 568, 573, 591P, 591R, 591T, 591V, 596, 599A-599B, 600-613, 615, 621O, 621P, 621R, 621T, 621V, 622, 625A-625B, 626-637, 639, 645O, 645P, 645R, 645T, 645V, 646, 651, 657P, 657R, 657T, 657V, 658, 661A-661B, 662-677, 679, 683O 683P, 683R, 683T, 683V, 684, 689, 696, 709V

b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.	pp. 35, 59, 73, 95, 119, 147, 171, 185, 211, 237, 267, 277A-277B, 278-293, 295, 301O, 309, 317A-317B, 318-329, 331, 335O, 339A-339B, 340-353, 355, 359O, 381, 407, 421, 445, 471, 497, 507A-507B, 508-523, 525, 529O , 537, 561, 571A-571B, 572-585, 587, 591O, 615, 639, 653, 679, 703
c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.	pp. 69A-69B, 70-73, 77O, 77P, 77Q, 77R, 77T, 105A-105B, 106-117, 119, 119B, 123O, 123P, 123R, 123T, 174, 185A, 308, 309A, **6.1:** T2
d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.	pp. 221A-221B, 222-235, 237, 241O, 241P, 241R, 241T, 305A-305B, 306-309, 313O, 371, 399, 527, 625A-625B, 626-637, 639, 645O, 645P, 645R, 645T, 703B, **6.2:** T4
2. Inferences and Interpretation	
a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	pp. 23, 48, 54, 56, 62, 90, 116, 131A-131B, 132-145, 147, 149, 151O, 151P, 151R, 151T, 155A-155B, 156-169, 171, 173, 174, 177O, 177P, 177R, 177T, 184, 200, 204, 211B, 226, 229, 231, 254, 260, 267B, 277A-277B, 278-293, 295, 301O, 301P, 301R, 301T, 323, 328, 331B, 339A-339B, 340-353, 355, 357, 359O, 359P, 359R, 359T, 376, 384, 395, 396, 402, 407B, 409, 421A, 436, 461, 463, 464, 488, 511, 517, 520, 552, 554, 576, 606, 617, 631, 639B, 665, 667, 670, 674, 692, 695, **6.2:** T1, **6.3:** T2
b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).	pp. 19A-19B, 20-33, 35, 35B, 39O, 39P, 39R, 39T, 43A-43B, 44-57, 65O, 65P, 65R, 65T, 95B, 134, 136, 167, 171B, 206, 249A-249B, 250-265, 267, 273O, 273P, 273R, 273T, 287, 350, 352, 439, 466, 520, 603, **6.1:** T1, **6.3:** T1
c. Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).	pp. 40I, 137, 218I, 414I, 527, 530I, 539, 559, 622I, **6.5:** T16, T18
3. Summary and Generalization	
a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.	pp. 28, 35, 52, 59, 73, 90, 95, 113, 119, 140, 147, 171, 185, 211, 237, 267, 295, 317A-317B, 318-329, 331, 335O, 335P, 335R, 335T, 350, 355, 355B, 373, 381, 381B, 407, 421, 445, 461, 471, 492, 497, 516, 525, 537, 555, 561, 571A-571B, 572-585, 587, 591O, 591P, 591R, 591T, 606, 615, 639, 653, 669, 679, 699, 703, **6.3:** T4, **6.5:** T5, **6.6:** T2

b. Make generalizations based on information gleaned from text.	pp. 181A-181B, 182-185, 189O, 189P, 189R, 189T, 599A-599B, 600-613, 615, 621O, 621P, 621R, 621T, 672, 679B, **6.2:** T2, **6.6:** T1
c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.	pp. 35, 56, 59, 62, 73, 90, 95, 116, 119, 147, 171, 173, 174, 184, 185, 211, 226, 237, 267, 277A-277B, 278-293, 295, 301O, 301P, 301R, 301T, 309, 323, 331, 331B, 339A-339B, 340-353, 355, 357, 359O, 359P, 359R, 359T, 381, 384, 396, 407, 407B, 409, 421, 445, 463, 471, 497, 511, 517, 525, 537, 561, 576, 587, 606, 615, 617, 631, 639, 639B, 653, 679, 703, **6.3:** T2
d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.	pp. 21, 22, 24, 32, 39N, 45, 46, 49, 53, 55, 72, 77B, 84, 86, 88, 91, 109, 111, 114, 133, 135, 137, 143, 145, 157, 158, 163, 168, 184, 189B, 195, 200, 203, 208, 223, 226, 230, 232, 233, 234, 240-241, 251, 254, 258, 264, 274J, 279, 280, 286, 288, 292, 302J, 308, 313B, 319, 322, 325, 327, 336J, 341, 344, 347, 349, 351, 364I, 364S, 369, 370, 372, 375, 376, 378, 391B, 393, 394, 395, 398, 400, 403, 420, 425A, 425B, 432, 435, 438, 442, 458, 462, 465, 467, 468, 479C, 485, 486, 491, 492, 493, 494, 495, 509, 511, 521, 536, 541B, 547, 548, 551, 554, 557, 573, 575, 579, 582, 584, 595B, 601, 604, 609, 610, 627, 628, 629, 635, 636, 652, 657B, 663, 664, 665, 666, 668, 673, 689, 692, 695, 699, 700
4. Analysis and Evaluation	
a. Evaluate the believability of a character and the impact they have on the plot.	pp. 25, 137, 259, 262, 265, 352, 520, 549
b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.	pp. 24, 29, 32, 35B, 39Q, 95B
c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	pp. 166, 199, 206, 253, 417A-417B, 418-421, 425O, 425P, 425R, 425T, 440, 507A-507B, 508-523, 525, 529O, 529P, 529R, 529T, 536, 552, 604, 615B, 676, **6.4:** T3, **6.5:** T2
d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	pp. 19A-19B, 20-33, 35, 39O, 43A-43B, 44-57, 59, 65O, 73, 95, 106-117, 119, 123O, 147, 171, 185, 211, 237, 249A-249B, 250-265, 267, 273O, 295, 305A-305B, 306-309, 313O, 331, 355, 381, 407, 421, 429A-429B, 430-443, 445, 471, 497, 525, 537, 561, 587, 615, 639, 653, 679, 703

e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).	pp. 19A-19B, 20-33, 39O, 43A-43B, 44-57, 65O, 95B, 142, 249A-249B, 250-265, 273O, 305A-305B, 306-309, 313O
f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.	pp. 23, 48, 54, 131A-131B, 132-145, 147, 149, 151O, 151P, 151R, 151T, 155A-155B, 156-169, 171, 177O, 177P, 177R, 177T, 200, 204, 211B, 229, 231, 254, 260, 267B, 328, 346, 376, 384, 391A-391B, 392-405, 407, 413O, 413P, 413R, 413T, 421A, 429A-429B, 430-443, 445, 449O, 449P, 449R, 449T, 461, 464, 488, 520, 537A, 552, 554, 606, 665, 667, 670, 674, 692, 695, **6.2:** T1, **6.4:** T2
5. Monitoring and Correction Strategies	
a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).	pp. 139, 277A-277B, 278-293, 301O, 301R, 317A-317B, 328-329, 335O, 335R, 339A-339B, 340-353, 359O, 359R, 436, 507A-507B, 508-523, 529O, 529R, 571A-571B, 572-585, 591O, 591R
b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.	pp. 21, 33, 45, 48, 50, 57, 61, 71, 73, 83, 93, 107, 112, 117, 131A-131B, 132-145, 151O, 151R, 155A-155B, 156-169, 177O, 177R, 181A-181B, 182-185, 189O, 189R, 195, 209, 223, 226, 233, 235, 251, 265, 279, 293, 307, 309, 319, 320, 323, 326, 328, 329, 341, 353, 369, 379, 393, 405, 409, 419, 421, 431, 443, 455, 469, 485, 495, 509, 523, 535, 537, 547, 559, 563, 573, 585, 599A-599B, 600-613, 621O, 621R, 625A-625B, 626-637, 641, 645O, 645R, 651, 653, 661A-661B, 662-677, 679, 683O, 683R, 689, 701
c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.	pp. 21, 45, 48, 50, 61, 71, 112, 173, 226, 307, 319, 328, 332, 341, 393, 409, 419, 431, 455, 509, 535, 573, 588, 601, 627, 651, 663, 689

Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.	
Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works.	
1. Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	pp. 17, 36, 41, 60, 67, 79, 96, 103, 120, 129, 148, 153, 172, 179, 191, 219, 238, 247, 268, 275, 303, 315, 332, 337, 356, 365, 382, 389, 415, 427, 446, 451, 472, 481, 498, 505, 531, 543, 562, 569, 588, 597, 616, 623, 640, 647, 659, 680, 685, 704
b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	pp. 20-33, 44-57, 82-93, 120-121, 129, 132-145, 153, 156-169, 191, 194, 195, 196, 197, 198, 199-209, 212-215, 247, 250-265, 278-293, 340-345, 346, 347-353, 365, 368-379, 392, 408-411, 415, 430-443, 454-469, 476-478, 484-495, 505, 508-523, 526-527, 546-559, 572-585, 597, 626-637, 659, 688-701
2. Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.	pp. 19A-19B, 20-33, 35, 35B, 39O, 39P, 39R, 39T, 43A-43B, 44-57, 59, 59B, 65O, 65P, 65R, 65T, 95B, 134, 136, 142, 162, 167, 168, 171B, 206, 211, 249A-249B, 250-265, 267, 273O, 273P, 273R, 273T, 287, 350, 352, 466, 518, 520, 589, 687A-687B, 688-701, 703, 709O, 709P, 709R, 709T, **6.1:** T1, **6.3:** T1, **6.6:** T5
b. Identify and explain internal and external conflict in the development of a story.	pp. 19A-19B, 20-33, 35, 35B, 39O, 39P, 39R, 39T, 43A-43B, 44-57, 59, 65O, 65P, 65R, 65T, 95B, 142, 171B, 211, 249A-249B, 250-265, 267, 273O, 273P, 273R, 273T, **6.1:** T1, **6.3:** T1
c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.	pp. 34, 58, 94, 118, 146, 170, 210, 236, 239, 266, 294, 330, 354, 367A-367B, 368-379, 380, 381, 387O, 387P, 387R, 387T, 406, 413T, 442, 444, 445B, 453A-453B, 454-469, 470, 471, 471B, 475M, 475O, 475P, 475R, 475T, 483A-483B, 484-495, 496, 497, 497B, 499, 503M, 503O, 503P, 503R, 503T, 514, 522, 524, 525B, 533A, 534, 536, 545A, 545B, 551, 553, 558, 560, 561B, 586, 614, 638, 653A, 670, 678, 690, 702, **6.4:** T1, T4, **6.5:** T1

d. Connect, compare, and contrast ideas, themes, and issues across texts.	pp. 39P, 39R, 39T, 65P, 65R, 65T, 77P, 77R, 77T, 101P, 101R, 101T, 123P, 123R, 123T, 151P, 151R, 151T, 177P, 177R, 177T, 189P, 189R, 189T, 217P, 217R, 217T, 241P, 241R, 241T, 273P, 273R, 273T, 301P, 301R, 301T, 313P, 313R, 313T, 335P, 335R, 335T, 359P, 359R, 359T, 387P, 387R, 387T, 413P, 413R, 413T, 425P, 425R, 425T, 449P, 449R, 449T, 475P, 475R, 475T, 503P, 503R, 503T, 529P, 529R, 529T, 541P, 541R, 541T, 567P, 567R, 567T, 591P, 591R, 591T, 621P, 621R, 621T, 645P, 645R, 645T, 657P, 657R, 657T, 683P, 683R, 683T, 709P, 709R, 709T
3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.	
a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.	pp. 26, 28, 118, 120-121, 123Q, 123S, 139, 144, 217D, 238-239, 241Q, 241S, 446, 526-527, 529Q, 529S, 583, 588-589, 591Q, 591S, 606, 631, 638, 680-681, 683Q, 683S, 698, 702
b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.	pp. 26, 100, 120, 121, 123Q, 123S, 146, 236, 332, 446-447, 449Q, 449S, 588-589, 591Q, 591S, 604, 623, 675, 680-681, 683Q, 683S, 705
c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	pp. 120-121, 238-239, 303, 332-333, 446-447, 588-589, 623, 680-681
d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.	
• Imagery: the use of language to create vivid pictures in the reader's mind.	pp. 26, 118, 120-121, 123Q, 123S, 588-589
• Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.	pp. 238-239, 241Q, 241S
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.	
a. Analyze and evaluate works of literature and the historical context in which they were written.	pp. 44-57, 454-469
b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	pp. 44-57, 82-93, 136, 153, 162, 191, 194-204, 205, 206-209, 212, 213-215, 247, 250-265, 278-293, 408-411, 454-466, 467, 468-469, 475N, 490, 491, 494, 505, 507B, 512, 526-527, 556, 630

c. Compare similar characters, settings, and themes from varied literary traditions.	pp. 37, 63, 99, 121, 149, 172, 175, 205, 215, 239, 271, 299, 333, 357, 385, 411, 447, 473, 501, 527, 565, 589, 596H, 619, 643, 681, 707
Standard 5: Research and Information - The student will conduct research and organize information.	
1. Accessing Information - The student will select the best source for a given purpose.	
a. Use card catalogs and computer databases to locate sources for research topics.	pp. 16H, 16I, 37, 53, 63, 77A, 99, 113, 121, 127K, 127L, 128H, 128I, 137, 149, 175, 189A, 215, 239, 245K, 245L, 246H, 246I, 271, 299, 313A, 333, 357, 363K, 363L, 364H, 364I, 385, 411, 425A, 447, 473, 479K, 479L, 480H, 480I, 501, 527, 541A, 565, 589, 595K, 595L, 596H, 596I, 619, 643, 657A, 681, 707, 713K, 713L
b. Access information from a variety of primary and secondary sources to gather information for research topics.	pp. 16H, 16I, 37, 53, 63, 77A, 99, 113, 121, 127C, 127K, 127L, 128H, 128I, 137, 149, 175, 189A, 215, 239, 245K, 245L, 246H, 246I, 271, 299, 309B, 313A, 333, 357, 363K, 363L, 364H, 364I, 385, 411, 425A, 447, 473, 479K, 479L, 480H, 480I, 501, 527, 541A, 565, 589, 595K, 595L, 596H, 596I, 613, 616-619, 643, 657A, 681, 707, 713K, 713L
c. Use organizational strategies as an aid to comprehend increasingly difficult content material.	pp. 16H, 77B, 123F, 144, 189B, 258, 274J, 302J, 309B, 313A, 313B, 313Q, 313S, 336J, 364H, 364I, 364S, 425A, 425B, 475, 479B, 479C, 480H, 541B, 657B
d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.	pp. 480I, 533A-533B, 534-537, 541O, 541P, 541R, 541T, 584, 653A, **6.5:** T3
e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.	pp. 16H, 65Q, 65S, 73B, 128H, 189B, 313B, 421B, 425A, 425B, 425Q, 425S, 479C, 537B, 541B, 541Q, 541S, 556, 657B
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.	
a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).	pp. 16H, 73A, 73B, 128H, 185A, 185B, 246H, 309A, 309B, 364H, 421A, 421B, 473, 479K, 480H, 537A, 537B, 596H, 653A, 653B
b. Identify and credit the reference sources used to gain information.	pp. 127I-127J, 128H, 137, 245K, 556, 580, 657B
c. Determine the appropriateness of an information source for a research topic.	pp. 16H, 63, 77B, 127I-127J, 128H, 189B, 189Q, 189S, 245K, 246H, 313B, 363K, 364H, 425B, 479K, 480H, 541B, 596H, 619, 657A, 657B

d. Summarize information from multiple sources into a research paper.	pp. 40J, 63, 66J, 77B, 123F, 152J, 189B, 313B, 364S, 425B, 479A-479H, 541B, 657B, 658J
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.	
Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	
Standard 1: Writing Process - The student will use the writing process to write coherently.	
1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	pp. 39, 65, 77, 101, 123, 127B, 127C, 127E, 151, 177, 189, 217, 241, 245B, 245C, 245D, 245E, 273, 301, 313, 335, 359, 363B, 363C, 363D, 363E, 387, 413, 425, 449, 475, 479B, 479C, 479E, 503, 529, 541, 541B, 567, 591A, 595B, 595C, 595E, 621, 645, 657, 683, 709, 713B, 713C, 713E
2. Use details, examples, reasons, and evidence to develop an idea.	pp. 39B, 101B, 123B, 241B, 245D, 335B, 359B, 363D, 387B, 475B, 479D, 595D, 713D
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	pp. 127B, 127D, 217B, 245B, 245D, 363B, 363D, 413B, 479B, 479C, 595C, 595D, 713B, 713C
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	pp. 65B, 127D, 363D, 479D, 503B, 567B, 595D, 713D
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	pp. 273B, 363D, 449B, 479D, 595D, 645B, 713D
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	pp. 39, 65, 77, 101, 123, 127E, 151, 151B, 177, 189, 217, 241, 245E, 273, 301, 301B, 313, 335, 359, 363E, 387, 413, 425, 449, 475, 479E, 503, 529, 529B, 541B, 567, 591, 595E, 621, 621B, 645, 657, 683, 683B, 709, 713E
Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	
At Grade 6, write narrative (story), expository (informative), persuasive, reflective, and descriptive texts of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	
1. Write narratives that:	
a. establish and develop a plot and setting, and present a point of view that is appropriate to the stories.	pp. 16S, 38-39B, 64-65B, 65F, 122-123B, 127A-127H, 190J, 272-273B, 274J, 300-301B, 314J, 334-335B, 358-359B, 359F, 363A-363H, 414J, 479F, 645F, 709F
b. include sensory details and clear language to develop plot and character.	pp. 100, 101A, 358, 359A, 590, 591A, 672, 682, 683A, 687, 708, 709A

c. use a range of narrative devices, such as dialogue or suspense.	pp. 123B, 300-301B, 334, 358, 359B, 363C-363D
2. Write descriptions, explanations, comparison and contrast papers, and problem and solution papers that:	
a. state the thesis (position on the topic) or purpose.	pp. 176-177, 479A, 529A
b. explain the situation.	pp. 66J, 77A-77B, 78J, 189A-189B, 302J, 313A-313B, 386-387B, 412-413B, 425A-425B, 448-449B, 450J, 474-475B, 479A-479H, 480S, 502-503B, 504I, 541A-541B, 542J, 590-591B, 596S, 620-621B, 622J, 644-645B, 657A-657B, 658J, 682-683B, 708-709B, 713A-713H, 763A-763F
c. organize the composition clearly and appropriately for the purpose of the writing.	pp. 16I, 127B, 127D, 217B, 241A, 245B, 245D, 363B, 363D, 413B, 479B, 479C, 529A-529B, 595C, 595D, 620, 621, 701, 713B-713D
d. provide evidence to support arguments and conclusions.	pp. 39, 65, 101, 123, 151, 177, 217, 241, 245D, 273, 301, 313, 335, 359, 363D, 387, 413, 449, 475, 479C, 503, 529, 541, 541A-541B, 567, 591, 621, 645, 657A-657B, 683, 709
3. Write persuasive compositions that:	
a. state a clear position on a proposition or proposal.	pp. 150-151B, 176-177B, 216-217B, 240-241B, 245A-245H, 312-313, 568J, 709F
b. support the position with organized and relevant evidence and effective emotional appeals.	pp. 176-177, 212-213, 216-217B, 245A-245F, 521, 657
c. anticipate and address reader concerns and counterarguments.	pp. 150-151B, 176-177B, 216-217B, 240-241B, 245A-245H, 312-313, 568J, 709F
4. Write reflective papers that may address one of the following purposes:	
a. express the individual's insight into conditions or situations.	p. 585
b. compare a scene from a work of fiction with a lesson learned from experience.	p. 523
c. complete a self-evaluation on a class performance.	p. 363K
5. Use appropriate essay test-taking and time-writing strategies that:	
a. address and analyze the question (prompt).	pp. 76-77, 188-189, 312-313, 424-425, 540-541, 656-657

b. use organizational methods required by the prompt.	pp. 76-77, 188-189, 312-313, 424-425, 540-541, 656-657
6. Write responses to literature that:	
a. include an interpretation that shows careful reading, understanding, and insight.	pp. 121, 146, 169, 239, 293, 333, 350, 363G, 447, 469, 503F, 523, 589, 595G, 596I, 681, 713G, 713K
b. organize the interpretation around several clear ideas.	pp. 145, 209, 503F, 529A, 559, 567T
c. develop and justify the interpretation through the use of examples and evidence from the text.	pp. 39F, 119, 503F, 567
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	pp. 127B, 245B, 363B, 479B, 595B, 713B
8. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	pp. 40J, 64-65B, 102J, 128S, 150-151B, 151F, 152J, 335F, 425J, 480S, 504J, 596S, 621F, 622J, 646J
9. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	pp. 39B, 65B, 77B, 101B, 123B, 151B, 177B, 189B, 217B, 241B, 273B, 301B, 313B, 335B, 359B, 387B, 413B, 425B, 449B, 475B, 503B, 529B, 541B, 567B, 591B, 621B, 645B, 657B, 683B, 709B
Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	
1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.	
a. Identify the principal parts of verbs to form verb tenses.	pp. 301B, 301I-301J, 313I-313J, 387B
b. Make subjects and verbs agree.	pp. 65B, 273B, 273J, 475I-475J
c. Identify nominative, objective, and possessive pronouns correctly.	pp. 413B, 413I-413J, 425I-425J, 475J, 479E
d. Make pronouns agree with their antecedents.	pp. 387I-387J
e. Correctly form and use the comparative and superlative forms of adjectives.	pp. 541I-541J, 567B, 567I-567J, 591B, 591I, 591J
f. Use correct pronoun references.	pp. 387B, 387I-387J, 413B, 413I-413J, 425I-425J, 449B, 449I-449J, 475B, 475I-475J, 479E

g. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives.	pp. 273B, 273I-273J, 335B, 335I-335J, 413B, 683I, 709I-709J
h. Use prepositional phrases to elaborate written ideas.	pp. 683B, 683I-683J, 709I-709J
i. Correctly use conjunctions.	pp. 77I-77J, 123B, 123J
j. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	pp. 475B, 503H, 545E, 713E
k. Form regular and irregular plurals correctly.	pp. 128R, 176B, 177I-177J, 189I-189J, 217I-217J, 475I-475J
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	
a. Apply the capitalization rules appropriately in writing.	pp. 39B, 39I-39J, 64-65, 65B, 65J, 151, 151F, 151I, 151J, 479E, 503B, 503J, 595E
b. Punctuate correctly in writing	
• End punctuation	pp. 39J, 359J
• Commas to separate words in a series, city and state, quotation, and sentence and to set off nonrestrictive phrases.	pp. 39I-39J, 65B, 77J, 101B, 101I-101J, 123B, 123J, 127E, 177J, 301J, 503B, 683J
• Quotation marks	pp. 301J, 335J, 425J, 529J, 709B, 709J
• Apostrophes in contractions and possessives	pp. 217I-217J, 245E
• Conventions of letter writing	pp. 40J, 64-65B, 102J, 128S, 150-151B, 151F, 152J, 335F, 425J, 426J, 480S, 504J, 596S, 621F, 622J, 646J
c. Distinguish correct spelling of commonly misspelled words and homonyms.	pp. 17, 19, 23, 31, 39D, 39F, 39O, 39Q, 151B, 151G-151H, 687, 693, 709D, 709O, 709Q
3. Sentence Structure - Demonstrate appropriate sentence structure in writing.	
a. Correct sentence run-ons and fragments.	pp. 39B, 39I-39J, 123B, 123I-123J
b. Correct dangling and misplaced modifiers.	pp. 683B, 709I-709J
c. Differentiate between dependent and independent clauses.	pp. 77I-77J, 101B, 101I-101J, 273B
d. Write simple and compound sentences.	pp. 39I-39J, 65I, 77I-77J, 123J, 273B

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.	
Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication. Deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing.	
Standard 1: Listening - The student will listen for information and for pleasure.	
1. Identify the major ideas and supporting evidence in informative and persuasive messages.	pp. 313A, 480I, 541A, **6.5:** T5
2. Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).	pp. 17, 41, 53, 67, 78, 79, 102, 103, 129, 153, 179, 191, 219, 247, 275, 303, 314, 315, 336, 337, 363E, 363K, 365, 389, 415, 427, 451, 481, 505, 531, 543, 569, 597, 623, 647, 659, 685
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).	pp. 16H, 16I, 39A, 65A, 77A, 101A, 123A, 127E, 127K-127L, 128H, 128I, 151A, 177A, 189A, 217A, 241A, 245E, 245K-245L, 246H, 246I, 273A, 301A, 313A, 335A, 359A, 363E, 363I-363J, 364H, 364I, 387A, 413A, 425A, 449A, 475A, 479E, 479K-479L, 480H, 480I, 481, 503A, 529A, 541A, 543, 567A, 591A, 595E, 595K-595L, 596H, 596I, 621A, 645A, 657A, 683A, 709A, 713E, 713K-713L
4. Evaluate the spoken message in terms of content, credibility, and delivery.	pp. 127K-127L, 245K-245L, 363K-363L, 479K-479L, 595K-595L, 713K-713L
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	
1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	pp. 39A, 65A, 77A, 101A, 123A, 127B, 127E, 127K-127L, 151A, 177A, 189A, 217A, 241A, 245B, 245E, 245K-245L, 273A, 301A, 313A, 335A, 359A, 363B, 363K-363L, 387A, 413A, 425A, 449A, 475A, 479B, 479E, 479K-479L, 503A, 529A, 541A, 567A, 591A, 595B, 595E, 595K-595L, 621A, 645A, 657A, 683A, 709A, 713B, 717E, 713K-713L
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	pp. 39A, 65A, 77A, 101A, 123A, 127E, 127K-127L, 151A, 177A, 189A, 217A, 241A, 245E, 245K-245L, 273A, 301A, 313A, 335A, 359A, 363E, 363K-363L, 387A, 413A, 425A, 449A, 475A, 479E, 479K-479L, 503A, 529A, 541A, 567A, 591A, 595E, 595K-595L, 621A, 645A, 657A, 683A, 709A, 713E, 713K-713L

3. Communicate using appropriate delivery (volume, rate, enunciation, and movement).	pp. 39A, 65A, 78J, 123A, 127E, 246I, 503A, 503B
Visual Literacy: The student will interpret, evaluate, and compose visual messages.	
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	
1. Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).	pp. 16I, 33, 56, 88, 144, 208, 246I, 350, 364I, 404, 442, 480I, 487, 548, 563, 584, 607
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).	pp. 246S, 480I, 643
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).	pp. 246I, 675
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).	pp. 364I, 480I, 533B, 700
3. Evaluate how different media forms influence and inform viewers.	pp. 16I, 33, 56, 144, 166, 208, 230, 264, 364I, 404, 480I, 487, 584, 700
4. Assess how language, medium, and presentation contribute to the message.	pp. 487, 548, 584
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.	pp. 16H-16I, 39A, 65A, 77A, 101A, 123A, 127B, 127E, 127K-127L, 128H-128I, 151A, 177A, 189A, 217A, 241A, 245B, 245E, 245K-245L, 246H-246I, 273A, 301A, 313A, 335A, 359A, 363K-363L, 364H-364I, 413A, 425A, 449A, 475A, 479B, 479E, 479K-479L, 480H-480I, 503A, 529A, 530J, 541A, 567A, 591A, 595B, 595E, 595K-595L, 596H-596I, 621A, 645A, 657A, 683A, 709A, 713B, 713E, 713K-713L