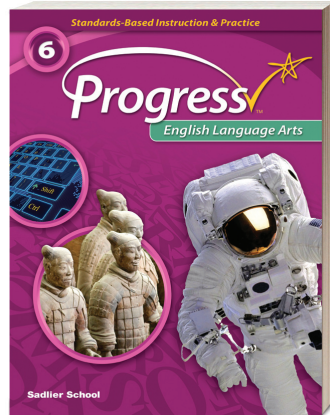


SADLIER

# Progress English Language Arts



Aligned to the

## College and Career Ready Indiana Academic Standards English/Language Arts: Grade 6

### Contents

- 2 Reading
  - 2 Reading: *Literature*
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# Reading

## Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

### RL.1: Learning Outcome for Reading Literature

Read and comprehend a variety of literature independently and proficiently

**6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

### Unit 1 Reading Literature: Key Ideas and Details

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

**Drawing Inferences:** “Jabberwocky” by Lewis Carroll (Poem) / “The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

**Determining Theme:** “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

**Describing Plot:** “The Man Who Loved to Laugh” (Drama)—pp. 28–35

**Close Reading:** “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

**Connect Across Texts:** Compare and Contrast Texts—p. 42

**Unit Review:** “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 39–40

### Unit 5 Reading Literature: Craft and Structure

**Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115

**Craft and Structure:** Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

**Analyzing Word Choice:** “My Trip to China” (Fantasy)—pp. 116–123

**Analyzing Text Structure:** from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

**Explaining Point of View:** “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139

**Close Reading:** “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

**Connect Across Texts:** Compare and Contrast Texts—p. 146

**Unit Review:** “The Duel of Paris and Menelaus” / “The Meeting of Hector and Andromache”—pp. 148–150

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

**Comparing and Contrasting Versions:** “Space Station: Special Effects Are the Star” (Movie Review)—pp. 220–227

**Comparing and Contrasting Themes:** “The Moon Is Not for Me” (Poem)—pp. 228–235

**Close Reading:** “The Bathysphere” (Historical Fiction)—pp. 236–241

**Connect Across Texts:** Compare and Contrast Texts—p. 242

## Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

### RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas

**6.RL.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

**6.RL.2.2:** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

**6.RL.2.4:** *Students are expected to build upon and continue applying concepts learned previously.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Unit Review:** “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

#### Performance Task 1

**Part 1: Literary Analysis**—pp. 311–314

**Part 2: Narrative Writing**—pp. 311, 315–317

#### Performance Task 2

**Part 1: Literary Analysis**—pp. 321–324

**Part 2: Narrative Writing**—pp. 321, 325–327

#### Unit 1 Reading Literature: Key Ideas and Details

**Drawing Inferences:** “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Unit Review—pp. 44–46

Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Determining Theme:** “My Cousin’s *Quinceañera*” (Realistic Fiction)—pp. 20–27

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Unit Review—pp. 44–46

Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Describing Plot:** “The Man Who Loved to Laugh” (Drama)—pp. 28–35

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

Unit Review—pp. 44–46

Performance Task—Online

## Reading: *Literature*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

**RL.3: Structural Elements and Organization**  
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

**6.RL.3.1:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.

**6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

**RL.4: Synthesis and Connection of Ideas**  
Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning

**6.RL.4.1:** Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.

**6.RL.4.2:** Compare and contrast works of literature in different forms or genres (e.g., *stories and poems; historical novels and fantasy stories*) in terms of their approaches to similar themes and topics.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### **Unit 5 Reading Literature: Craft and Structure**

**Analyzing Text Structure:** from *The Iliad*, Retold by Alfred Church (Epic)—pp. 124–131

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115  
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145  
Unit Review—pp. 148–150  
Performance Task—Online

#### **Unit 5 Reading Literature: Craft and Structure**

**Analyzing Word Choice:** “My Trip to China” (Cite Evidence: choosing words to set tone; verbs that affect mood)—pp. 116, 120

#### **Unit 5 Reading Literature: Craft and Structure**

**Explaining Point of View:** “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115  
Close Reading: “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145  
Unit Review—pp. 148–150  
Performance Task—Online

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Comparing and Contrasting Versions:** “Space Station: Special Effects Are the Star” (Movie Review)—pp. 220–227

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219  
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241  
Unit Review—pp. 244–246  
Performance Task—Online

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Comparing and Contrasting Themes:** “The Moon Is Not for Me” (Poem)—pp. 228–235

**Connect Across Texts:** Compare and Contrast Texts—p. 294

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219  
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241  
Unit Review—pp. 244–246  
Performance Task—Online

## Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

### RN.1: Learning Outcome for Reading Nonfiction

Read and comprehend a variety of nonfiction independently and proficiently

**6.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect**—pp. 61–62

**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

**Drawing Inferences:** “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

**Determining Central Idea and Details:** “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79

**Analyzing the Development of Key Ideas:** “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

**Close Reading:** “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93

**Connect Across Texts:** Compare and Contrast—p. 94

**Unit Review:** “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

### Unit 7 Reading Informational Text: Craft and Structure

**Introducing Unit 7/Home Connect**—pp. 165–166

**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

**Determining Word Meanings:** “Saving the Ozone Layer” (Technical Text)—pp. 168–175

**Analyzing Text Structure:** “Earthquake” (Scientific Text)—pp. 176–183

**Determining Author’s Point of View or Purpose:** “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

**Close Reading:** “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197

**Connect Across Texts:** Support a Claim—p. 198

**Unit Review:** “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Introducing Unit 11/Home Connect**—pp. 261–262

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

**Integrating Information from Different Sources:** “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote [www.onevote.net](http://www.onevote.net) (Web Article)—pp. 264–271

**Evaluating an Argument:** “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

**Comparing and Contrasting Presentation of Events:** “Abraham Lincoln: Wartime President” (Biography)—pp. 280–287

**Close Reading:** “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

**Connect Across Texts:** Compare and Contrast Texts—p. 294

## Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

### RN.2: Key Ideas and Textual Support

Extract and construct meaning from nonfiction texts using a range of comprehension skills

**6.RN.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

**6.RN.2.2:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

**6.RN.2.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).

### RN.3: Structural Elements and Organization

Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message

**6.RN.3.1:** *Students are expected to build upon and continue applying concepts learned previously.*

**6.RN.3.2:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Unit 11 Common Core Review:** "President Franklin Roosevelt"/"FDR's First Inaugural Address" [excerpts]—pp. 296–298

**Unit 3 Reading Informational Text: Key Ideas and Details Drawing Inferences:** "Blood Types" by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Close Reading: "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93  
Unit Review—pp. 96–98  
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details Determining Central Idea and Details:** "Prosthetic Devices and the Paralympics" (Explanatory Text)—pp. 72–79

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Close Reading: "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93  
Unit Review—pp. 96–98  
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details Analyzing the Development of Key Ideas:** "Through a Microscope" (Technical Text/Procedural)—pp. 80–87

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Close Reading: "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93  
Unit Review—pp. 96–98  
Performance Task—Online

**Unit 7 Reading Informational Text: Craft and Structure Analyzing Text Structure:** "Earthquake" (Scientific Text)—pp. 176–183

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: "Tropical Rainforest or Tundra: Which Would You Choose?" (Explanatory Text)—pp. 192–197  
Unit Review—pp. 200–202  
Performance Task—Online

## Reading: *Nonfiction*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

**6.RN.3.3:** Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.

### RN.4: Synthesis and Connection of Ideas

Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas

**6.RN.4.1:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.

**6.RN.4.2:** Integrate information presented in different media or formats (e.g., *visually*, *quantitatively*, *verbally*) to demonstrate a coherent understanding of a topic or issue.

**6.RN.4.3:** Compare and contrast one author’s presentation of events with that of another.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Unit 7 Reading Informational Text: Craft and Structure**  
**Determining Author’s Point of View or Purpose:** “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197  
Unit Review—pp. 200–202  
Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Evaluating an Argument:** “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293  
Unit Review—pp. 296–298  
Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Integrating Information from Different Sources:** “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote [www.onevote.net](http://www.onevote.net) (Web Article)—pp. 264–271

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293  
Unit Review—pp. 296–298  
Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Comparing and Contrasting Presentation of Events:** “Abraham Lincoln: Wartime President” (Biography)—pp. 280–287

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293  
Unit Review—pp. 296–298  
Performance Task—Online

## Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

### RV.1: Learning Outcome for Reading Vocabulary

Acquire, refine, and apply vocabulary using various strategies and sources

**6.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues—p. 43

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 4/Home Connect** (academic and content-area vocabulary)—p. 62

**Language:** Academic and Domain-Specific Words—p. 95

#### **Unit 5 Reading Literature: Craft and Structure**

**Analyzing Word Choice:** “My Trip to China” (Fantasy)—pp. 116–123

**Language:** Figures of Speech/Connotations—p. 147

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Write Evidence-Based Essays:** Using Domain-Specific Words to Explain the Topic—p. 155

#### **Unit 7 Reading Informational Text: Craft and Structure**

**Determining Word Meanings:** “Saving the Ozone Layer” (Technical Text)—pp. 168–175

**Language:** Greek and Latin Roots—p. 199

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Word Relationships (using word relationships to learn new words)—p. 243

#### **Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Write Research Reports:** Using Domain-Specific Language—pp. 251, 254

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Greek and Latin Affixes—p. 295

#### **Writing Handbook**

**Step 3 Revising:** Revising Checklist: Word Choice—p. 304



## Reading: *Vocabulary*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

#### RV.2: Vocabulary Building

Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships

**6.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.

**6.RV.2.2:** Use the relationship between particular words (e.g., *cause/effect*, *part/whole*, *item/category*) to better understand each of the words.

**6.RV.2.3:** Distinguish among the connotations of words with similar denotations.

**6.RV.2.4:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

**6.RV.2.5:** Consult reference materials, both print and digital (e.g., *dictionary*, *thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

#### RV.3: Vocabulary in Literature and Nonfiction Texts

Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings

**6.RV.3.1:** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### Unit 1 Reading Literature: Key Ideas and Details

**Language:** Context Clues—p. 43

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10

Unit Review—pp. 44–46

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Language:** Word Relationships—p. 243

SEE ALSO

Introducing Unit 9/Home Connect—pp. 217–218

Unit Review—pp. 244–245

#### Unit 5 Reading Literature: Craft and Structure

**Language:** Figures of Speech/Connotations—p. 147

SEE ALSO

Introducing Unit 5/Home Connect—pp. 113–114

Unit Review—pp. 148–150

#### Unit 7 Reading Informational Text: Craft and Structure

**Language:** Greek and Latin Roots—p. 199

SEE ALSO

Introducing Unit 7/Home Connect—pp. 165–166

Unit Review—pp. 200–202

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Language:** Academic and Domain-Specific Words (use a dictionary)—p. 95

#### Unit 5 Reading Literature: Craft and Structure

**Language:** Figures of Speech/Connotations (use a dictionary)—p. 147

#### Writing Handbook

**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 306

**Glossary**—pp. 331–335

#### Unit 5 Reading Literature: Craft and Structure

**Analyzing Word Choice:** “My Trip to China” (Fantasy)—pp. 116–123

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115

Close Reading: “The Horse of Wood,” Retold by Alfred Church, from The Aeneid by Virgil (Epic)—pp. 140–145

Unit Review—pp. 148–150

Performance Task—Online

## Reading: *Vocabulary*

### ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

**6.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.

**6.RV.3.3:** Interpret figures of speech (e.g., *personification*) in context.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Unit 7 Reading Informational Text: Craft and Structure**  
**Determining Word Meanings:** “Saving the Ozone Layer”  
(Technical Text)—pp. 168–175

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: “Tropical Rainforest or Tundra: Which Would You  
Choose?” (Explanatory Text)—pp. 192–197  
Unit Review—pp. 200–202  
Performance Task—Online

**Unit 5 Reading Literature: Craft and Structure**  
**Language:** Figures of Speech/Connotations (similes,  
metaphors, personification)—p. 147

SEE ALSO

Introducing Unit 5/Home Connect—pp. 113–114  
Unit Review—pp. 148–150

# Writing

## ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

### W.1: Learning Outcome for Writing

Write effectively for a variety of tasks, purposes, and audiences

**6.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

## SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Connect Across Texts** (complete the chart/write a brief essay):  
Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;  
Support a Claim—p. 198

### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

#### Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

**Unit Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

#### Read a Student Model/Outline an Informative/Explanatory

**Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

### Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

#### Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

**Unit Review:** Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

### Unit 8 Text Types and Purposes: Write Opinion Pieces

#### Read a Student Model/Outline an Opinion Piece:

Analyze a student model/organize and draft an opinion piece—pp. 206–209

**Unit Review:** Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

### Unit 10 Research to Build and Present Knowledge: Write Research Reports

#### Read a Student Model/Use Index Cards/Outline a Research

**Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

**Unit Review:** Assignment: Write the final copy of the research report started on p. 254—p. 260

### Writing Handbook

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing**—p. 306–308

**Step 5: Producing, Publishing, and Presenting**—pp. 309–310

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
	<p><b>Performance Task 1</b>  <b>Part 1: Literary Analysis</b> (write a literary analysis essay in response to the prompt)—pp. 311–314  <b>Part 2: Narrative Writing</b> (write a narrative in response to the prompt)—pp. 311, 315–317  <b>Part 3: Research Simulation</b> (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320</p> <hr/> <p><b>Performance Task 2</b>  <b>Part 1: Literary Analysis</b> (write a literary analysis essay in response to the prompt)—pp. 321–324  <b>Part 2: Narrative Writing</b> (write a narrative in response to the prompt)—pp. 321, 325–327  <b>Part 3: Research Simulation</b> (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330</p> <hr/> <p>*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Unit Review questions at the end of each unit.</p>
<p><b>W.2: Handwriting</b>                      Demonstrate the ability to write legibly</p>	
<p><b>6.W.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p><b>W.3: Writing Genres</b>                      Develop and refine writing skills by writing for different purposes and to specific audiences or people</p>	
<p><b>PERSUASIVE</b></p>	
<p><b>6.W.3.1:</b> Write arguments in a variety of forms that –</p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Piece:</b> Analyze a student model/organize and draft an opinion piece—pp. 206–209  <b>Unit Review:</b> Assignment: Write the final draft of the opinion essay started on p. 209—p. 216</p> <p>SEE ALSO                      Introducing Unit 8/Home Connect/Essential Question—pp. 203–205</p>
<ul style="list-style-type: none"> <li>• Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Piece:</b> Introducing the Topic/Stating the Claim/ Organizing Relevant Information—pp. 206–209</p>
<ul style="list-style-type: none"> <li>• Use an organizational structure to group related ideas that support the argument.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Piece:</b> Creating an Organizational Structure/Organizing Relevant Information—pp. 206–207, 209</p>
<ul style="list-style-type: none"> <li>• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Piece:</b> Supporting Stance with Evidence, Facts/Presenting Counterarguments as Evidence—pp. 207–209</p>
<ul style="list-style-type: none"> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Read a Student Model/Outline an Opinion Piece:</b> Maintaining a Formal Tone throughout the Piece—pp. 206–209</p>

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- Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.

- Provide a concluding statement or section that follows from the argument presented.

INFORMATIVE

**6.W.3.2:** Write informative compositions on a variety of topics that –

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**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Transitions to Link Ideas so the Reader Can Follow the Logic—pp. 103, 105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Connecting Ideas with Transitions—pp. 156–157

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions—pp. 250, 254

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Conclusion that Sums up the Essay's Central Idea—pp. 104–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing Information in the Conclusion—pp. 252, 254

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 154–157

**Unit Review:** Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

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- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

**Unit Review:** Assignment: Write the final copy of the research report started on p. 254—p. 260

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure/Giving Reader’s an Interesting Clue About the Topic/Providing Relevant Background/Using Graphics—pp. 154–157

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Headings and Subheadings/Including Graphics to Help the Reader Better Understand the Information—pp. 250–254

- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Developing the Topic with Facts and Details—pp. 102–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Developing the Topic with Facts and Details—pp. 155–157

- Use appropriate transitions to clarify the relationships among ideas and concepts.

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Transitions to Link Ideas so the Reader Can Follow the Logic—pp. 103, 105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Connecting Ideas with Transitions—pp. 156–157

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions—pp. 250, 254

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<ul style="list-style-type: none"> <li>• Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> </ul>	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Using Formatting (subheads) and Graphics—pp. 104–105</p>
<ul style="list-style-type: none"> <li>• Choose language and content- specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<p><b>Unit 7 Reading Informational Text: Craft and Structure</b>  <b>Analyzing Text Structure:</b> “Earthquake” (Scientific Text)—pp. 176–183</p>
	<p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting</b> (using photographs, diagrams, charts, headings)—p. 309</p>
<ul style="list-style-type: none"> <li>• Establish and maintain a style appropriate to purpose and audience.</li> </ul>	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Using Precise Language to Name Exact Things and Ideas—pp. 103, 105</p>
<ul style="list-style-type: none"> <li>• Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Read a Student Model/Outline an Evidence-Based Essay:</b> Using Precise Language and Domain-Specific Vocabulary—pp. 154–157</p>
	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Using Domain-Specific Vocabulary—p. 254</p>
	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Using a Formal Style—pp. 103, 105</p>
	<p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Read a Student Model/Outline an Evidence-Based Essay:</b> Maintaining a Formal Style—p. 157</p>
	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research:</b> Using a Formal Style and Language—pp. 251, 254</p>
	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Providing a Conclusion that Sums up the Essay’s Central Idea—pp. 104–105</p>
	<p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Read a Student Model/Outline an Evidence-Based Essay:</b> Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157</p>
	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Summarizing Information in the Conclusion—pp. 252, 254</p>

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<p><b>NARRATIVE</b></p> <p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <hr/> <ul style="list-style-type: none"> <li>Engage and orient the reader by developing an exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>).</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Organize an event sequence (e.g. <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Provide an ending that follows from the narrated experiences or events.</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53  <b>Unit Review:</b> Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60</p> <p>SEE ALSO  Introducing Unit 2/Home Connect/Essential Question—pp. 47–49</p> <hr/> <p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Introducing the Topic and the Narrator/Engaging the Reader’s Attention—pp. 50–51, 53</p> <hr/> <p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Creating an Organizational Structure/Using Transition Words and Phrases to Signal Shifts in Time and Place/Using an Organization in Which the Sequence of Events Unfolds Naturally—pp. 50–51, 53</p> <hr/> <p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Using Pacing and Description to Develop Events—pp. 50–53</p> <hr/> <p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Using Precise Words and Descriptive Details to Make Experiences Come Alive—pp. 50–51, 53</p> <hr/> <p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Read a Student Model/Write a Nonfictional Narrative:</b> Providing a Conclusion that Follows What Came Before—pp. 52–53</p>
<p><b>W.4: The Writing Process</b>  Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p><b>6.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Draft a Nonfictional Narrative</b>—p. 53  <b>Unit Review:</b> Write the final draft—p. 60</p> <hr/> <p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Draft an Informative/Explanatory Essay</b>—p. 105  <b>Unit Review:</b> Write the final draft—p. 112</p>



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- Use technology to interact and collaborate with others to generate, produce, and publish writing.

**W.5: The Research Process**

Build knowledge about the research process and the topic under study by conducting research

**6.W.5:** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question (e.g., *In what ways did Madame Walker influence Indiana society?*).

- Gather relevant information from multiple sources, and annotate sources.  
[

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Draft an Evidence-Based Essay**—p. 157

**Unit Review: Write the final draft**—p. 164

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Draft an Opinion Piece**—p. 209

**Unit Review: Write the final draft**—p. 216

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Draft a Research Report**—p. 254

**Unit Review: Write the final draft**—p. 260

**Writing Handbook**

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

**Writing Handbook**

**Step 1: Planning** (using a computer)—pp. 300–302

**Step 2: Drafting** (using a computer)—p. 303

**Step 3: Revising** (using a computer)—pp. 304–305

**Step 4: Editing** (using a computer)—p. 306–308

**Step 5: Producing, Publishing, and Presenting** (using a computer)—pp. 309–310

*See also Home Connect:* (using technology/Internet, also online activities: [sadlierconnect.com](http://sadlierconnect.com))—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

**Unit Review: Assignment: Write the final copy of the research report started on p. 254**—p. 260

**Writing Handbook**

**Step 1: Planning: Planning and Research/Researching Your Topic** (Choosing a topic that interests you)—pp. 300–302

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources—pp. 250–254

**Unit Review: Assignment: Write the final copy of the research report started on p. 254**—p. 260

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<ul style="list-style-type: none"> <li>• Assess the credibility of each source.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Quote or paraphrase the information and conclusions of others.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Avoid plagiarism and provide basic bibliographic information for sources.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Present information, choosing from a variety of formats.</li> </ul>	<p><b>Performance Task 1</b>  <b>Part 3: Research Simulation</b>—pp. 311, 318–320</p> <hr/> <p><b>Performance Task 2</b>  <b>Part 3: Research Simulation</b>—pp. 321, 328–330</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 1: Planning: Planning and Research/Researching Your Topic:</b> Planning and Research (Find supporting evidence), Researching Your Topic (How to cite sources)—pp. 300–302</p> <hr/> <p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Citing Sources (to show the reader that your information is both credible and reliable)—p. 252</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 1: Planning: Planning and Research/Researching Your Topic:</b> How to Judge (assess credibility)—p. 302</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 1: Planning: Planning and Research/Researching Your Topic:</b> How to Take Notes (paraphrasing and summarizing)—pp. 300–302</p> <hr/> <p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Citing Sources (to show the reader that your information is both credible and reliable)—p. 252</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting</b> (images and text features to improve visual presentation; publishing online; digital slide presentation; oral presentation)—pp. 309–310</p>
<p><b>W.6: Conventions of Standard English</b>            Demonstrate command of the conventions of standard English</p>	
<p><b>6.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	
<p><b>6.W.6.1a: Nouns/Pronouns</b>—Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Language:</b> Case of Pronouns—pp. 54–56  <b>Language:</b> Intensive Pronouns—p. 58</p> <p>SEE ALSO            Introducing Unit 2/Home Connect—pp. 47–48            Unit Review—pp. 59–60            Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p> <hr/> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Language:</b> Pronoun Number and Person—pp. 158–159  <b>Language:</b> Vague Pronouns—pp. 160–161</p> <p>SEE ALSO            Introducing Unit 6/Home Connect—pp. 151–152            Unit Review—pp. 163–164            Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>

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<p><b>6.W.6.1b: Verbs</b>—Students are expected to build upon and continue applying conventions learned previously.</p>	
<p><b>6.W.6.c1: Adjectives and Adverbs</b>—Students are expected to build upon and continue applying conventions learned previously.</p>	
<p><b>6.W.6.1d: Phrases and Clauses</b>—Students are expected to build upon and continue applying conventions learned previously.</p>	
<p><b>6.W.6.1e: Usage</b>—Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Varying Sentence Patterns—p. 210</p> <p>SEE ALSO                      Introducing Unit 8/Home Connect—pp. 203–204                      Unit Review—pp. 215–216                      Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306</p>
<p><b>6.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p>	
<p><b>6.W.6.2a: Capitalization</b>—Students are expected to build upon and continue applying conventions learned previously.</p>	
<p><b>6.W.6.2b: Punctuation</b>—</p> <ul style="list-style-type: none"> <li>Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> </ul>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Punctuation of Nonrestrictive/Parenthetical Elements—pp. 212–213</p> <p>SEE ALSO                      Introducing Unit 8/Home Connect—pp. 203–204                      Unit Review—pp. 215–216                      Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<ul style="list-style-type: none"> <li>Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	
<p><b>6.W.6.2c: Spelling</b>—Students are expected to build upon and continue applying conventions learned previously.</p>	

# Speaking and Listening

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**SL.1: Learning Outcome for Speaking and Listening**

Refine and apply effective communication skills through speaking and active listening

**6.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

**SL.2: Discussion and Collaboration**

Refine and apply reciprocal communication skills by participating in a range of collaborative discussions

**6.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

**6.SL.2.2:** Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

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**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?: Use formal English when appropriate?*), 110, 162, 214, 258

*See also* **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (be prepared to discuss ideas with class): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?: Come to the discussion prepared?*), 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

*See also* **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Evaluating an Argument:** "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 272–279

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?: Identify claims supported by reason and evidence?*), 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

*See also* **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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**6.SL.2.3:** Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.

**6.SL.2.4:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**6.SL.2.5:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.3: Comprehension**

Refine and apply active listening and interpretation skills using various strategies

**6.SL.3.1:** Interpret information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how it contributes to a topic, text, or issue under study.

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**Speaking and Listening:** Discuss the Essential Question—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips/Listening Tips—p. 310

**Speaking and Listening:** Discuss the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258

**Connect Across Texts:** Return to the Essential Question (pose and answer questions/respond with relevant observations)—p. 294

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310

*See also* **Home Connect:** Ways to Help Your Child (discussions with family members/asking questions)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?:* Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310

*See also* **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (small group/class discussion, using charts): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58, 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

*See also* **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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**6.SL.3.2:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**SL.4: Presentation of Knowledge and Ideas**

Refine and apply speaking skills to communicate ideas effectively in a variety of situations

**6.SL.4.1:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**6.SL.4.2:** Create engaging presentations that include multimedia components (e.g., *graphics, images, music, sound*) and visual displays in presentations to clarify information.

**6.SL.4.3:** *Students are expected to build upon and continue applying concepts learned previously.*

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**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Evaluating an Argument:** “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Unit Review—pp. 296–298  
Performance Task—Online

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?:* Identify claims supported by reason and evidence?), 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips—p. 310

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?:* Present relevant claims and other ideas in a logical manner?/Speak at correct volume, use clear pronunciation, and make eye contact?), 110, 162, 214, 258

See also **Home Connect:** Ways to Help Your Child (speaking with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310

See also **Home Connect**—pp. 10 (use a map, Internet), 48 (slide show with photos), 100 (government agency Web sites, use pictures and drawings), 152 (symbols of the ancient world), 166 (make a video), 248 (use a map)

# Media Literacy

## ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 6

**ML.1: Learning Outcome for Media Literacy**  
Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes

**6.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

**ML.2: Media Literacy**  
Analyze the purposes of media and the ways in which media can have influences

**6.ML.2.1:** Use evidence to evaluate the accuracy of information presented in multiple media messages.

**6.ML.2.2:** Identify the target audience of a particular media message, using the context of the message (e.g., *where it is placed, when it runs, etc.*).

## SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Evaluating an Argument:** “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Unit Review—pp. 296–298  
Performance Task—Online

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?*: Present relevant claims and other ideas in a logical manner?/Speak at correct volume, use clear pronunciation, and make eye contact?), 110, 162, 214, 258

See also **Home Connect:** Ways to Help Your Child (speaking with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

See **Cite Evidence** instruction and questions that guide discussion of reading selections in units 1, 3, 5, 7, 9, and 11.

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Comparing and Contrasting Presentation of Events:** “Abraham Lincoln: Wartime President” (Biography)—pp. 280–287

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293

Unit Review—pp. 296–298  
Performance Task—Online

**Home Connect** (family discussion ideas provided in Unit Overview, Activity, Ways to Help Your Child, Online Home Connect Activities)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262