

AMPLIFY ELA COMMON CORE STATE STANDARDS CORRELATIONS GUIDE

Grade 6

ALIGNMENT FORM

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Core Subject Area: English Language Arts Grade 6

How to work with the Amplify ELA Correlation to the Common Core State Standards

This correlations guide presents representative examples of how Amplify ELA provides instruction and practice aligned with specific standards. It is not intended as a full alignment, as it does not cite every instance in which a standard is taught or practiced.

Key for Amplify ELA 6th Grade Digital Curriculum:

Note that each Amplify digital lesson is divided into a sequence of Learning Objects/Activities, and each Learning Object/Activity is composed of a sequence of cards.

Example Citation: 6A: Dahl & Narrative, SU3, L8, LO3, All Cards

Unit 6A: Grade 6, Unit A

SU: Sub-unit

L: Lesson

LO: Learning Object (Activity)

TOLO: Teacher Only Learning Object (Activity)

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All Cards: View each card in the LO. Note that some LOs only have one card.

All Cards (Especially X): View each card in the LO with special attention to the specified card.

Unit Guide: Scroll down from the unit landing page to find the *Unit Overview*, which contains the unit description, plus accordian files of additional planning, prep and related materials.

Sub-unit Overview: Scroll down from the sub-unit landing page to open a description of the text and lessons comprising the sub-unit.

TLB (Teacher Lesson Brief): Scroll down from the lesson landing page to find the *Lesson Brief*, which contains the Lesson Overview, Lesson Objectives, Standards, Differentiation, Prep, and Materials.

Instructional Guide: Click on the icon marked *Instructional Guide* at the top of each Learning Object (Activity) to find teacher guidance for the activity, as well as possible responses.

SLB (Student Lesson Brief): Scroll down from the lesson landing page to find the *Student Lesson Brief*, which contains a student-friendly introduction to the lesson and suggestions for additional reading.

Amplify Vocab App: Alignment citations for *Vocabulary Acquisition and Use*, Language Standards 4, 5, and 6, include links to the cited activity in the Amplify Vocab App. Reviewers will need to be logged in to Amplify in order for these links to work.

Amplify Mastering Conventions PDFs: To review citations in *Mastering Conventions*, navigate to the Materials section of the Unit Guide for any unit except Unit 6G: Beginning Story Writing.

Key for Amplify ELA 6th Grade Print Curriculum:

Note that each Amplify print lesson is divided into a sequence of Steps/Activities.

Example Citation: (Print: 6A: Dahl & Narrative, SU2, L10, TE Step H2 p. 43)

Unit 6A: Grade 6, Unit A

SU: Sub-unit

L: Lesson

Step: Lesson Activity

TE: Teacher Edition

SE: Student Edition

WJ: Writing Journal

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READING STANDARDS FOR LITERATURE

Standard	Amplify ELA Citations
Key Ideas and Details	
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>6B: Mysteries & Investigations, SU3, L3, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6E: Summer of the Mariposas, SU1, L3, LO3, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L3, TE Step G p. 28, WJ p. 17)</p> <p>6B: Mysteries & Investigations, SU1, L1, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU1, L1, LO4, TE Step C p. 15, WJ p. 9)</p> <p>6D: The Greeks, SU2, L6, LO3, All Cards (Print: 6D: The Greeks, SU2, L6, TE Step N p. 61)</p>
RL.6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.	<p>6D: The Greeks, SU1, L2, LO3, Card 2 (Print: 6D: The Greeks, SU1, L2, TE Step E p. 21, WJ p. 15)</p> <p>6E: Summer of the Mariposas, SU1, L1, LO3, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L1 TE Step B p. 22, WJ pp. 10–11)</p> <p>6E: Summer of the Mariposas, SU1, L7, LO2, All Cards and LO3, All Cards (Especially 1) (Print: 6E: Summer of the Mariposas, SU1, L7, TE Steps P and Q pp. 41–42, WJ pp. 31–32)</p> <p>6E: Summer of the Mariposas, SU1, L19, LO2, All Cards, and LO3, All Cards (Especially 3)</p>

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	(Print: 6E: Summer of the Mariposas, SU1, L19, TE Step T2 and U2 pp. 89–91, WJ pp. 73–76)
RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>6E: Summer of the Mariposas, SU1, L18, LO4, All Cards (Especially 10) (Print: 6E: Summer of the Mariposas, SU1, L18, TE Step S2 pp. 84–88, WJ pp. 68–72)</p> <p>6D: The Greeks, SU2, L3, LO3, All Cards (Print: 6D: The Greeks, SU2, L3, TE Step G p. 58, WJ pp. 30–31)</p> <p>6B: Mysteries & Investigations, SU4, L1, LO3–4, All Cards (Print: 6B: Mysteries & Investigations, SU4, L1, TE Steps B and C pp. 212–213)</p> <p>6D: The Greeks, SU3, L4, LO2–3, All Cards (Especially 3) (Print: 6D: The Greeks, SU3, L4, TE Steps K–L p. 88, WJ pp. 46–47)</p>
Craft and Structure	
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.	<p>6E: Summer of the Mariposas, SU1, L17, LO2, All Cards (Print: 6E: Summer of the Mariposas, SU1, L17, TE Step N2 pp. 76–77, WJ pp. 61–62)</p> <p>6E: Summer of the Mariposas, SU1, L6, LO4, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L6, TE Step O p. 40, WJ pp. 28–30)</p> <p>6E: Summer of the Mariposas, SU1, L19, LO2, All Cards (Especially 1), and LO3, All Cards (Print: 6E: Summer of the Mariposas, SU1, L19, LO2, TE Step T2 pp. 89–90, WJ pp. 73–74)</p>

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<p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>6B: Mysteries & Investigations, SU3, L1, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU3, L1, TE Step D p. 172, WJ pp. 75–76)</p> <p>6D: The Greeks, SU2, L2, LO2, All Cards (Especially 5) (Print: 6D: The Greeks, SU2, L2, TE Step D p. 56, WJ p. 27)</p>
<p>RL.6.6: Explain how an author establishes and develops the point of view and perspective of the narrator or speaker in a text.</p>	<p>6D: The Greeks, SU1, L1, LO7, All Cards (Print: 6D: The Greeks, SU1, L1, TE Step C p. 19, WJ pp. 12–14)</p> <p>6E: Summer of the Mariposas, SU1, L2, LO3, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L2, TE Step E p. 26, WJ p. 15)</p> <p>6D: The Greeks, SU3, L2, LO2–3, All Cards (Print: 6D: The Greeks, SU3, L2, TE Step D and E pp. 84–85, WJ pp. 39–40)</p> <p>6D: The Greeks, SU1, L3, LO3, All Cards (Especially 3) (Print: 6D: The Greeks, SU1, L3, TE Step H p. 22, WJ p. 16)</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RL.6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.</p>	<p>6C: The Chocolate Collection, SU3, L3, LO3, All Cards (Print: 6C: The Chocolate Collection, SU3, L3, TE Step K p. 121)</p> <p>6E: Summer of the Mariposas, SU1, L12, LO2, All Cards (Especially 3) (Print: 6E: Summer of the Mariposas, SU1, L12, TE Step F2 pp. 63–64, WJ p. 52)</p> <p>6B: Mysteries & Investigations, SU3, L1, TLO2 and LO4, All Cards</p>

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	(Print: 6B: Mysteries & Investigations, SU3, L1, TE Steps A and D pp. 170 and 172, WJ pp. 75–76)
RL.6.8: Not applicable to Literature	
RL.6.9: Compare and contrast texts 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.	<p>6E: Summer of the Mariposas, SU1, L9, LO4, All Cards (Especially 3) (Print: 6E: Summer of the Mariposas, SU1, L9, TE Step Z p. 50, WJ pp. 42–43)</p> <p>6D: The Greeks, SU3, L5, LO5, All Cards (Print: 6D: The Greeks, SU3, L5, TE Step Q p. 90, WJ p. 51)</p> <p>6E: Summer of the Mariposas, SU1, L16, LO2–3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6E: Summer of the Mariposas, SU1, L13, LO4, All Cards (Especially 3) (Print: 6E: Summer of the Mariposas, SU1, L13, TE Step L2 p. 70, WJ pp. 58–59)</p>
Range of Reading and Text Complexity	
RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>Amplify students regularly read a variety of literary texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.</p> <p>Where to look:</p> <p>Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.</p>

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	<ul style="list-style-type: none"> • Digital Example: 6E: Summer of the Mariposas, SU1, L6, LO7, All Cards • Print Example: Grade 6 Solo Activity Set blackline master, 6E: Summer of the Mariposas, SU1, L6, p. 147, All Questions <p>Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.</p> <ul style="list-style-type: none"> • Select Text Activities <ul style="list-style-type: none"> ○ Digital Example: 6D: The Greeks, SU3, L2, LO3, All Cards ○ Print Example: 6D: The Greeks, SU3, L2, TE Step E, p. 85, WJ p. 40 • Use the Text as Referee Activities <ul style="list-style-type: none"> ○ Digital Example: 6B: Mysteries & Investigations, SU3, L3, LO2, All Cards ○ Print Example: 6B: Mysteries & Investigations, SU3, L3, SE p. 286, WJ p. 87 • Other Close Reading Activities <ul style="list-style-type: none"> ○ Digital Example: 6E: Summer of the Mariposas, SU1, L12, LO4 ○ Print Example: 6E: Summer of the Mariposas, SU1, L12, TE Step H2, p. 67, SE p. 511, WJ p. 54
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READING STANDARDS FOR INFORMATIONAL TEXT

Standard	Amplify ELA Citations
Key Ideas and Details	

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<p>RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>6C: The Chocolate Collection, SU2, L2, LO3, All Cards (Especially 4) (Print: 6C: The Chocolate Collection, SU2, L2, TE Step H p.101, WJ pp. 27–29)</p> <p>6A: Dahl & Narrative, SU3, L1, LO6, All Cards (Print: 6A: Dahl & Narrative, SU3, L1, TE Step C p. 86)</p> <p>6F: The <i>Titanic</i> Collection, SU2, L2, LO5, All Cards (Especially 6), and LO7, All Cards (Especially 5) (Print: 6F: The <i>Titanic</i> Collection, SU2, L2, TE Step H and J p. 89 and 91, WJ pp. 36–41)</p> <p>6A: Dahl & Narrative, SU3, L2, LO3, All Cards (Especially 2–6) (Print: 6A: Dahl & Narrative, SU3, L2, TE Step F p. 88, WJ p. 31)</p>
<p>RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.</p>	<p>6B: Mysteries & Investigations, SU2, L13, LO3, Cards 1–2 (Print: 6B: Mysteries & Investigations, SU2, L13, TE Step I2 p. 117, WJ pp. 55–58)</p> <p>6B: Mysteries & Investigations, SU2, L11, LO4, Cards 1–2 (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L11, TE Step G2 p. 114, WJ pp. 52–53)</p> <p>6B: Mysteries & Investigations, SU2, L6, LO4, All Cards (Especially 2) & LO6, All Cards (Print: 6B: Mysteries & Investigations, SU2, L6, TE Steps Q and S p. 96 and 97, WJ pp. 29–31)</p>
<p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>6B: Mysteries & Investigations, SU2, L1, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L1, TE Step C p. 82)</p> <p>6B: Mysteries & Investigations SU2, L9, LO3, All Cards</p>

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	<p>(Print: 6B: Mysteries & Investigations SU2, L9, TE Step X p. 103, WJ pp. 38–41)</p> <p>6B: Mysteries & Investigations, SU2, L2, LO4, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU2, L2, TE Step G p. 86)</p> <p>6A: Dahl & Narrative, SU3, L6, LO5, All Cards (Especially 3) (Print: 6A: Dahl & Narrative, SU3, L6, TE Step U p. 101)</p>
Craft and Structure	
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>6A: Dahl & Narrative, SU3, L11, LO3, All Cards (Print: 6A: Dahl & Narrative, SU3, L11, TE Step J2 p. 117, WJ p. 50)</p> <p>6A: Dahl & Narrative, SU3, L3, LO5, All Cards (Print: 6A: Dahl & Narrative, SU3, L3, TE Step J p. 91)</p> <p>6B: Mysteries & Investigations, SU2, L2, LO2, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L2, TE Step E p. 83)</p> <p>6A: Dahl & Narrative, SU2, L6, LO3, All Cards (Print: 6A: Dahl & Narrative, SU2, L6, TE Step T p. 32, WJ p. 19)</p>
RI.6.5: 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.	<p>6A: Dahl & Narrative, SU3, L6, LO5, All Cards (Especially 3) (Print: 6A: Dahl & Narrative, SU3, L6, TE Step U p. 101)</p> <p>6B: Mysteries & Investigations, SU2, L15, LO5, All Cards (Print: 6B: Mysteries & Investigations, SU2, L15, TE Step Q2 p. 132, WJ pp. 66–67)</p> <p>6B: Mysteries & Investigations, SU2, L6, LO3, All Cards</p>

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	<p>(Print: 6B: Mysteries & Investigations, SU2, L6, TE Step P pp. 94–95, WJ pp. 27–28)</p> <p>6B: Mysteries & Investigations, SU2, L7, LO2 (all cards) (Print: 6B: Mysteries & Investigations, SU2, L7, TE Step T pp. 98–99, WJ pp. 32)</p>
<p>RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6B: Mysteries & Investigations, SU2, L5, LO4, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L5, TE Step M pp. 90-92, Activity 10)</p> <p>6A: Dahl & Narrative, SU3, L8, LO3, All Cards (Especially 4) (Print: 6A: Dahl & Narrative, SU3, L8, TE Step A2 p. 109, WJ p. 45)</p> <p>6B: Mysteries & Investigations SU2, L10, LO2, All Cards (Print: 6B: Mysteries & Investigations SU2, L10, TE Step B2 p. 107, WJ pp. 44–46)</p> <p>6B: Mysteries & Investigations SU2, L7, LO2, All Cards (Especially 3) (Print: 6B: Mysteries & Investigations SU2, L7, TE Step T p. 98, WJ p. 32)</p>
Integration of Knowledge and Ideas	
<p>RI.6.7: Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.</p>	<p>6F: The <i>Titanic</i> Collection, SU3, L3, LO7, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU3, L3, TE Step K p. 119; Teacher uses digital lesson to access the Exit Ticket.)</p> <p>6B: Mysteries & Investigations, SU2, L7, LO4, All Cards (Especially 3) (Print: 6B: Mysteries & Investigations, SU2, L7, TE Step V p. 101, WJ pp. 34–36)</p>

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	<p>6B: Mysteries & Investigations, SU2, L1, LO2, All Cards and LO3 (Print: 6B: Mysteries & Investigations, SU2, L1, TE Step A p. 78, WJ p. 14, and step B pp. 80–81, WJ p. 15)</p>
<p>RI.6.8: Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>6B: Mysteries & Investigations, SU2, L3, LO4, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>6B: Mysteries & Investigations, SU2, L6, LO3, All Cards (Print: 6B: Mysteries & Investigations, SU2, L6, TE Step P pp. 94–95, WJ pp. 27–28)</p> <p>6B: Mysteries & Investigations, SU2, L14, LO3–4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L14, TE Step L2 and M2 p. 124 and 125, WJ pp. 61–64)</p> <p>6B: Mysteries & Investigations, SU2, L7, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L7, TE Step V p. 101, WJ pp. 34–36)</p>
<p>RI.6.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>6B: Mysteries & Investigations, SU2, L10, LO2, All Cards (Especially 4) (Print: 6B: Mysteries & Investigations, SU2, L10, TE Step B2 p. 107, WJ pp. 44–46)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L1, LO4, All Cards (Especially 3) (Print: 6F: The <i>Titanic</i> Collection, SU3, L1, TE Step B pp. 100–101, WJ p. 44)</p> <p>6E: Summer of the Mariposas, SU1, L11, LO4, All Cards (Print: 6E: Summer of the Mariposas, SU1, L11, TE Step E2 p. 62, WJ p. 51)</p> <p>6C: The Chocolate Collection, SU2, L1, LO5, All Cards (Especially 3)</p>

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	(Print: 6C: The Chocolate Collection, SU2, L1, TE Step D p. 99)
Range of Reading and Text Complexity	
<p>RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Amplify students regularly read a variety of informational texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.</p> <p>Where to look:</p> <p>Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.</p> <ul style="list-style-type: none"> • Digital Example: 6A: Dahl & Narrative, SU3, L2, LO9, All Cards • Print Example: Grade 6 Solo Activity Set blackline master, 6A: Dahl & Narrative, SU3, L2, pp. 16–17, All Questions <p>Close Reading Activities: Students work in a variety of configurations to closely read, interpret and analyze the lesson excerpt at both the word and whole text level.</p> <ul style="list-style-type: none"> • Select Text Activities <ul style="list-style-type: none"> ○ Digital Example: 6A: Dahl & Narrative, SU3, L6, LO3, All Cards ○ Print Example: 6A: Dahl & Narrative, SU3, L6, TE Step S, p. 99, SE p. 79, WJ p. 79 • Use the Text as Referee Activities <ul style="list-style-type: none"> ○ Digital Example: 6B: Mysteries & Investigations, SU2, L7, LO3 ○ Print Example: 6B: Mysteries & Investigations, SU2, L7, TE Step U, p. 100, SE p. 184, WJ p. 33

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	<ul style="list-style-type: none"> • Other Close Reading Activities <ul style="list-style-type: none"> ○ Digital Example: 6B: Mysteries & Investigations, SU2, L2, LO2, All Cards ○ Print Example: 6B: Mysteries & Investigations, SU2, L2, TE Step E, p. 83, SE p. 167–168
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WRITING STANDARDS

Standard	Amplify ELA Citations
Text Types and Protocol	
<p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented 	<p>W.6.1 6D: The Greeks, SU4, L1, LO5, All Cards (Print: 6D: The Greeks, SU4, L1, TE Step B p. 98)</p> <p>6A: Dahl & Narrative, SU3, L3, LO6, All Cards, (Especially 2) (Print: 6A: Dahl & Narrative, SU3, L3, TE Step C p. 86)</p> <p>6C: The Chocolate Collection, SU3, L3, LO6, All Cards (Especially 2) (Print: 6C: The Chocolate Collection, SU3, L3, TE Step M p. 123, WJ p. 56)</p> <p>6B: Mysteries & Investigations, SU2, L1, LO5, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L1, TE Step D p. 82, WJ p. 16)</p> <p>W.6.1.a 6A: Dahl & Narrative, SU4, L2, LO4, All Cards (Print: 6A: Dahl & Narrative, SU4, L1, TE Step C p. 126, SE p. 642, WJ p. 62)</p>

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	<p>6C: The Chocolate Collection, SU5, L2, LO5, All Cards (Print: 6C: The Chocolate Collection, SU5, L2, TE Step F p. 143, WJ p. 73)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L2, LO5, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU5, L2, TE Step F p. 139, WJ p. 74)</p> <p>6D: The Greeks, SU4, L4, LO6, All Cards (Print: 6D: The Greeks, SU4, L4, TE Step M p. 101, SE p. 643, WJ p. 68)</p> <p>6A: Dahl & Narrative, SU4, L3, LO6, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU4, L3, TE Step H p. 128, SE p. 643, WJ p. 69)</p> <p>6C: The Chocolate Collection, SU5, L3, LO7, All Cards (Print: 6C: The Chocolate Collection, SU5, L3, TE Step J p. 144, WJ p. 76)</p> <p>W.6.1.b</p> <p>6A: Dahl & Narrative, SU3, L5, LO4, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU3, L5, TE Step R p. 98, WJ p. 40)</p> <p>6D: The Greeks, SU4, L2, LO5, All Cards (Print: 6D: The Greeks, SU4, L2, TE Step E p. 99, SE p. 642, WJ pp. 58–59)</p> <p>6A: Dahl & Narrative, SU4, L2, LO5, All Cards (Print: 6A: Dahl & Narrative, SU4, L2, TE Step E p. 127, SE p. 642, WJ p. 64)</p> <p>6D: The Greeks, SU3, L4, LO4, All Cards (Especially 2) (Print: 6D: The Greeks, SU3, L4, TE Step M p. 88, WJ p. 48)</p>
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	<p>W.6.1.c 6A: Dahl & Narrative, SU4, L3, LO8, All Cards (Print: 6A: Dahl & Narrative, SU4, L3, TE Step F p. 128, WJ pp. 66–67)</p> <p>6A: Dahl & Narrative, SU4, L4, LO3, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU4, L4, TE Step J p. 129, SE p. 643, WJ pp. 72–73)</p> <p>6D: The Greeks, SU4, L5, LO6, All Cards (Print: 6D: The Greeks, SU4, L5, TE Step O p. 102, SE p. 643, WJ pp. 71–72)</p> <p>6B: Mysteries & Investigations, SU5, L5, LO5, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU5, L5, TE Step O p. 228, WJ pp. 107–108)</p> <p>W.6.1.d 6D: The Greeks, SU4, L5, LO7, All Cards (Print: 6D: The Greeks, SU4, L5, TE Step P p. 102, SE p. 644, WJ p. 74)</p> <p>6A: Dahl & Narrative, SU4, L4, LO4, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU4, L4, TE Step K p. 129, SE p. 644, WJ p. 75)</p> <p>6B: Mysteries & Investigations, SU5, L5, LO6, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU5, L5, TE Step P p. 228, SE p. 644, WJ p. 110)</p> <p><i>Mastering Conventions One</i>, Unit 5, L25–26: Formal and Informal Writing Styles—Code-Switching, pp. 358–382</p>
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	<p>W.6.1.e 6D: The Greeks, SU4, L5, LO5, All Cards (Print: 6D: The Greeks, SU4, L5, TE Step N p. 102, SE p. 642, WJ p. 70)</p> <p>6C: The Chocolate Collection, SU5, L4, LO7, All Cards (Print: 6C: The Chocolate Collection, SU5, L4, TE Step N p. 145, WJ p. 80)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L4, LO8, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU5, L4, TE Step N p. 141, WJ p. 80)</p>
<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>W.6.2 6B: Mysteries & Investigations, SU4, L2, LO5, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU4, L2, TE Step H p. 215, WJ p. 86)</p> <p>6B: Mysteries & Investigations, SU5, L1, LO5, All Cards (Print: 6B: Mysteries & Investigations, SU5, L1, TE Step C p. 224, WJ p. 92)</p> <p>6E: Summer of the Mariposas, SU2, L1, LO3–5, All Cards (Print: 6E: Summer of the Mariposas, SU2, L1, TE Step A–C p. 100, SE p. 642, WJ p. 82)</p> <p>6A: Dahl & Narrative, SU3, L11, LO5, Card 2 (Print: 6A: Dahl & Narrative, SU3, L11, TE Step K2, Writing Prompt 2, p. 119, WJ p. 53)</p> <p>W.6.2.a 6B: Mysteries & Investigations, SU5, L4, LO6, All Cards (Especially 2)</p>

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	<p>(Print: 6B: Mysteries & Investigations, SU5, L4, TE Step M p. 227, SE p. 643, WJ p. 104)</p> <p>6E: Summer of the Mariposas, SU2, L4, LO6, All Cards (Print: 6E: Summer of the Mariposas, SU2, L4, TE Step M p. 103, SE p. 643, WJ p. 94)</p> <p>6B: Mysteries & Investigations, SU5, L1, LO5, All Cards (Print: 6B: Mysteries & Investigations, SU5, L1, TE Step C p. 224, WJ p. 92)</p> <p>6E: Summer of the Mariposas, SU2, L1, LO5 (Print: 6E: Summer of the Mariposas, SU2, L1, TE Step C p. 100, SE p. 642, WJ p. 82)</p> <p>6C: The Chocolate Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>W.6.2.b 6B: Mysteries & Investigations, SU5, L4, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU5, L4, TE Step K p. 227, WJ pp. 101–102)</p> <p>6E: Summer of the Mariposas, SU2, L1, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>W.6.2.c 6B: Mysteries & Investigations, SU5, L5, LO5, All Cards (Especially 1)</p>
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	<p>(Print: 6B: Mysteries & Investigations, SU5, L5, TE Step O p. 228, SE p. 643, WJ pp. 107–108)</p> <p>6E: Summer of the Mariposas, SU2, L5, LO5, All Cards (Especially 1) (Print: 6E: Summer of the Mariposas, SU2, L5, TE Step O p. 104, SE p. 643, WJ pp. 97–98)</p> <p>6C: The Chocolate Collection, SU5, L2, LO3, All Cards (with Informational Essay Option) (Print: 6C: The Chocolate Collection, SU5, L2, TE Step E p. 143)</p> <p>W.6.2.d 6E: Summer of the Mariposas, SU1, L17, LO4, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L17, TE Step P2 p. 79, WJ p. 65)</p> <p>6B: Mysteries & Investigations, SU2, L13, LO3, All Cards and LO4, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU2, L13, TE Step I2 p. 117, WJ pp. 55–58)</p> <p>W.6.2.e 6B: Mysteries & Investigations, SU5, L5, LO6, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU5, L5, TE Step P p. 228, SE p. 644)</p> <p>6E: Summer of the Mariposas, SU2, L5, LO6, All Cards (Especially 1) (Print: 6E: Summer of the Mariposas, SU2, L5, TE Step P p. 104 SE p. 644, WJ p. 100)</p> <p>6C: The Chocolate Collection, SU5, L5, LO5, All Cards</p>
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	<p>(Print: 6C: The Chocolate Collection, SU5, TE Step P p. 146, SE p. 648, WJ p. 83)</p> <p><i>Mastering Conventions One</i>, Unit 5, L25–26, pp. 358–382 Formal and Informal Writing Styles: Code-Switching</p> <p>W.6.2.f 6B: Mysteries & Investigations, SU5, L5, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU5, L5, TE Step N p. 228, SE p. 642, WJ p. 106)</p> <p>6E: Summer of the Mariposas, SU2, L5, LO4, All Cards (Print: 6E: Summer of the Mariposas, SU2, L5, TE Step N p. 104, SE p. 642, WJ p. 96)</p> <p>6C: The Chocolate Collection, SU5, L4, LO7, All Cards (with Informational Essay Option) (Print: 6C: The Chocolate Collection, SU5, L4, TE Step N p. 145, WJ p. 80)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L4, LO7, All Cards (with Informational Essay Option) (Print: 6F: The <i>Titanic</i> Collection, SU5, L4, TE Step M p. 141, SE p. 647)</p>
<p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>W.6.3 6A: Dahl & Narrative, SU2, L2, LO7, All Cards (Especially 3) (Print: 6A: Dahl & Narrative, SU2, L2, TE Step H p. 22, WJ p.12)</p> <p>6B: Mysteries & Investigations, SU2, L10, LO4, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L10, TE Step D2 p. 111, WJ p. 48)</p>

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<ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>6A: Dahl & Narrative, SU2, L6, LO4, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L6, LO4, TE Step U p. 32, WJ p. 20)</p> <p>6A: Dahl & Narrative, SU3, L11, LO4, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU3, L11, TE Step K2, Writing Prompt 1, p. 119, WJ p. 52)</p> <p>W.6.3.a 6F: The <i>Titanic</i> Collection: SU3, L2, LO5, All Cards (Especially 2) (Print: 6F: The <i>Titanic</i> Collection: SU3, L2, TE Step H p. 117, WJ pp. 47–48)</p> <p>6G: Beginning Story Writing, SU3, L21, Using Paragraphs to Sequence Moments, p. 118</p> <p>6G: Beginning Story Writing, SU1, L3, Putting a Character Into a Mundane Situation, p. 49</p> <p>6A: Dahl & Narrative, SU2, L7, LO4, All Cards (Print: 6A: Dahl & Narrative, SU2, L7, TE Step X p. 34, WJ p. 16)</p> <p>6G: Beginning Story Writing, SU1, L8, Creating Rising Action, pp. 67–69</p> <p>W.6.3.b 6A: Dahl & Narrative, SU3, L7, LO5, All Cards (Print: 6A: Dahl & Narrative, SU3, L7, TE Step Y p. 107, WJ p. 44)</p> <p>6A: Dahl & Narrative, SU2, L10, LO4–5, All Cards (Print: 6A: Dahl & Narrative, SU2, L10, TE Step H2 p. 43)</p> <p>6A: Dahl & Narrative, SU2, L5, LO3, All Cards (Especially 2)</p>
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	<p>(Print: 6A: Dahl & Narrative, SU2, L5, TE Step R p. 30, WJ p. 18)</p> <p>6A: Dahl & Narrative, SU2, L4, LO2, All Cards (Especially 4) (Print: 6A: Dahl & Narrative, SU2, L4, TE Step M p. 27, WJ p. 14)</p> <p>W.6.3.c 6G: Beginning Story Writing, SU1, L8, Creating Rising Action, What to Do and Writing, pp. 68–69</p> <p>6G: Beginning Story Writing, SU3, L24, Editing and Writing the Final Draft, What to Do #2, p. 127</p> <p>6G: Beginning Story Writing, SU3, L21, Using Paragraphs to Sequence Moments, p. 118</p> <p>W.6.3.d 6A: Dahl & Narrative, SU2, L8, LO5, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L8, TE Step B2 p. 37, WJ p. 23)</p> <p>6A: Dahl & Narrative, SU2, L4, LO4, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L4, TE Step N p. 28, WJ p. 16)</p> <p>6A: Dahl & Narrative, SU2, L1, LO4, All Cards and LO6, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L1, TE Step B and Step D p. 18 and 20, WJ p. 8 and 9)</p> <p>6A: Dahl & Narrative, SU2, L2, LO3–5, All Cards (Especially LO5, Card 1) (Print: 6A: Dahl & Narrative, SU2, TE Step E–F p. 21, WJ p. 10)</p>
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	<p>W.6.3.e 6G: Beginning Story Writing, SU2, L16, Creating Rising Action, Targeted Instruction and What to Do, pp. 98–100</p> <p>6G: Beginning Story Writing, SU3, L21, Using Paragraphs to Sequence Moments, Writing Prompt, p. 119</p> <p>6G: Beginning Story Writing, SU1, L6, Shape of a Story, p. 60</p>
Production and Distribution of Writing	
<p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>6A: Dahl & Narrative, SU2, L9, LO2, All Cards (Print: 6A: Dahl & Narrative, SU2, L9, TE Step C2 p. 38, WJ p. 24)</p> <p>6C: The Chocolate Collection, SU3, L2, LO3, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step H p. 119, WJ pp. 45–46)</p> <p>6C: The Chocolate Collection, SU3, L2, LO4, All Cards (Especially 4) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step I p. 119, WJ p. 47)</p> <p>6A: Dahl & Narrative, SU2, L5, LO3, All Cards (Print: 6A: Dahl & Narrative, SU2, L5, TE Step R p. 30, WJ p. 18)</p>
<p>W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p>	<p>6A: Dahl & Narrative, SU2, L7, LO5, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU2, L7, TE Step X p. 34, WJ p.16)</p> <p>6C: The Chocolate Collection, SU5, L4, LO4, All Cards (Print: 6C: The Chocolate Collection, SU5, L4, TE Step L p. 145, WJ pp. 78–79)</p>

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	<p>6A: Dahl & Narrative, SU3, L10, LO4, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU3, L10, TE Step I2 p. 116, WJ p. 49)</p> <p>6A: Dahl & Narrative, SU2, L3, LO4, All Cards (Print: 6A: Dahl & Narrative, SU2, L3, TE Step K p. 26, WJ p. 13)</p>
<p>W.6.6: Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.</p>	<p>6F: The <i>Titanic</i> Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L7, LO3, All Cards (Especially 1) (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU4, L3, LO2–6, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU2, L3, LO3-5, All Cards (Print: Teacher directed to use digital lesson.)</p>
Research to Build and Present Knowledge	
<p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p>	<p>6C: The Chocolate Collection, SU2, L3, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU4, L3, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L1, LO4, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU5, L1, TE Step C p.142, WJ p.72)</p> <p>6F: The <i>Titanic</i> Collection, SU4, L2, LO5, All Cards</p>

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	(Print: 6F: The <i>Titanic</i> Collection, SU4, L2, TE Step H p. 131, WJ pp. 63–65)
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	<p>6F: The <i>Titanic</i> Collection: SU4, L2, LO5, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU4, L2, TE Step H p. 131, WJ pp. 65–67)</p> <p>6C: The Chocolate Collection, SU1, L3, LO2, All Cards (Print: 6C The Chocolate Collection, SU1, L3, TE Step D p. 13)</p> <p>6C: The Chocolate Collection, SU5, L6, LO3–4, All Cards (Print: 6C: The Chocolate Collection, SU5, L6, TE Step T–U p. 147, SE p. 649, WJ pp. 85–87)</p> <p>6C: The Chocolate Collection, SU1, L2, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 6 Reading standards</i> to literature (e.g., —Compare and contrast texts 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). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not). 	<p>W.6.9</p> <p>6F: The <i>Titanic</i> Collection, SU2, L3, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU4, L3, LO5, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p> <p>6D: The Greeks, SU1, L4, LO2–4, All Cards (Print: 6D: The Greeks, SU1, L4, TE Steps I–K p. 23, WJ pp. 17–19)</p> <p>6B: Mysteries & Investigations, SU5, L1, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>W.6.9.a</p> <p>6E: Summer of the Mariposas, SU1, L9, LO6, Card 2</p>

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	<p>(Print: 6E: Summer of the Mariposas, SU1, L9, TE Step B2 p. 52, WJ p. 46)</p> <p>6D: The Greeks, SU2, L2, LO3, Card 2 (Print: 6D: The Greeks, SU2, L2, TE Step E p. 57, WJ p. 28)</p> <p>W.6.9.b 6B: Mysteries & Investigations, SU2, L9, LO6, Card 2 (Print: 6B: Mysteries & Investigations, SU2, L9, TE Steps Y and Z p. 105, WJ p. 42)</p> <p>6B: Mysteries & Investigations, SU2, L6, LO6, Card 2 (Print: 6B: Mysteries & Investigations, SU2, L6, TE Step S p. 97, WJ p. 31)</p>
Range of Writing	
<p>W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, paragraph-length, formative writing activities, to multi-paragraph essays written over the course of several lessons in the summative Write an Essay Sub-units.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● Short Answer Activities <ul style="list-style-type: none"> ○ Digital Example: 6B: Mysteries & Investigations, SU4, L1, LO4, Card 3 ○ Print Example: 6B: Mysteries & Investigations, SU4, L1, TE Step D, p. 213, SE p. 283, WJ p. 84 ● Formative Writing Activities <ul style="list-style-type: none"> ○ Digital Example: 6D: The Greeks, SU1, L3, LO4, All Cards

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	<ul style="list-style-type: none"> ○ Print Example: 6D: The Greeks, SU1, L3, TE Step H, p. 22, WJ p. 17 ● Summative Essay Sub-units <ul style="list-style-type: none"> ○ Digital Example: 6E: Summer of the Mariposas, SU2, Write an Essay ○ Print Example: 6E: Summer of the Mariposas SU2, Write an Essay, TE pp. 94–104, SE pp. 642–645, WJ pp. 80–101
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SPEAKING AND LISTENING STANDARDS

Standard	Amplify ELA Citations
Comprehension and Collaboration	
<p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>SL.6.1 6F: The <i>Titanic</i> Collection, SU3, L2, LO3, All Cards (Print: 6F: The <i>Titanic</i> Collection SU3, L2, TE Step G, p. 117)</p> <p>6B: Mysteries & Investigations, SU2, L5, LO2, All Cards (Print: 6B: Mysteries & Investigations, SU2, L5, TE Step L p. 89)</p> <p>6C: The Chocolate Collection, SU4, L2, LO3 and LO6, All Cards (Print: 6C: The Chocolate Collection, SU4, L2, TE Step D and F p. 133 and 135, WJ pp. 64 and 66)</p> <p>6F: The <i>Titanic</i> Collection, SU4, L2, LO2, All Cards (Especially 2) (Print: 6F: The <i>Titanic</i> Collection, SU4, L2, TE Step E p. 130, WJ pp. 61–63)</p> <p>SL.6.1.a 6E: Summer of the Mariposas, SU1, L19, LO4, All Cards (Especially 2)</p>

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	<p>(Print: 6E: Summer of the Mariposas, SU1, L19, TE Step V2 pp. 92–93, WJ p. 77)</p> <p>6E: Summer of the Mariposas SU1, L7, LO5, Card 2 (Print: 6E: Summer of the Mariposas, SU1, L7, TE Step S pp. 43–44, WJ p. 36)</p> <p>SL.6.1.b 6A: Dahl & Narrative, SU2, L4, LO5, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU2, L4, TE Step R p. 30, WJ p. 18)</p> <p>6A: Dahl & Narrative SU2, L5, LO4, Cards 1–4 (Especially Card 1) (Print: 6A: Dahl & Narrative, SU2, L5, TE Step R p. 30)</p> <p>SL.6.1.c 6A: Dahl & Narrative, SU4, L1, LO2, All Cards (Print: 6A: Dahl & Narrative, SU4, L1, TE Step A p. 126, SE p. 642)</p> <p>6A: Dahl & Narrative, SU2, L3, LO5, Card 2 (Print: 6A: Dahl & Narrative, SU2, L3, TE Step K p. 26)</p> <p>SL.6.1.d 6C: The Chocolate Collection, SU3, L1, LO2, All Cards (Print: 6C: The Chocolate Collection, SU3, L1, TE Step A p. 113, WJ p. 38)</p> <p>6E: Summer of the Mariposas, SU1, L19, LO4, Card 1 (Print: 6E: Summer of the Mariposas, SU1, L19, TE Step V2 pp. 92–93, WJ p. 77)</p>
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<p>SL.6.2: Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>6A: Dahl & Narrative, SU2, L9, LO3, All Cards (Print: 6A: Dahl & Narrative, SU2, L9, TE Step D2 p. 40)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L1, LO9, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU3, L1, TE Step D, p. 116, WJ p. 46)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L2, LO2–4, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU3, L2, TE Step F and G pp. 116–117)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L3, LO4, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU3, L3, TE Step K p. 119, WJ p. 57)</p> <p>6E, Summer of the Mariposas, SU1, L16, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>6C: The Chocolate Collection, SU4, L2, LO3, All Cards (Print: 6C: The Chocolate Collection, SU4, L2, TE Step D p. 133, WJ p. 64)</p> <p>6C: The Chocolate Collection, SU3, L2, LO3, All Cards (Especially 1 and 2) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step F p. 118, WJ p. 43)</p> <p>6C: The Chocolate Collection, SU5, L8, LO2, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p> <p>6B: Mysteries & Investigations, SU2, L3, LO2, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L3, TE Step I p. 88, WJ pp. 18–19)</p>

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Presentation of Knowledge and Ideas	
SL.6.4: 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	<p>6F: The <i>Titanic</i> Collection, SU5, L8, LO2, All Cards (Especially 1) (Print: Teacher directed to use digital lesson.)</p> <p>6D: The Greeks, SU1, L3, LO2, All Cards (Print: 6D: The Greeks, SU1, L3, TE Step G p. 22)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L7, LO3–4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p>
SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p>6C: The Chocolate Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L7, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L8, LO2, All Cards (Especially 1) (Print: Teacher directed to use digital lesson.)</p>
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	<p>6C: The Chocolate Collection, SU5, L5, LO6, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU5, L5, TE Step R, p. 146)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L6, LO5, All Cards (Especially 1) (Print: 6F: The <i>Titanic</i> Collection, SU5, L6, TE Step R p. 142)</p>

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	6A: Dahl & Narrative, SU2, L2, LO8, All Cards (Print: 6A: Dahl & Narrative, SU2, L2, TE Step H p. 22)
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LANGUAGE STANDARDS

Standard	Amplify ELA Citations
Conventions of Standard English	
L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	L.6.1 Grammar Unit: SU4, L4, LO6, All Cards <i>Mastering Conventions One:</i> Unit 3, Skill Drill 16D: Using Pronoun Case Consistently in Your Writing, p. 233 Grammar Unit, SU3, L5, LO3 All Cards (Especially 4, 5) (Reflexive vs. Object and Intensive Pronouns) Grammar Unit: SU4, L3 (Clear Pronoun Reference) L.6.1.a Grammar Unit: SU3, L2, LO2, All Cards <i>Mastering Conventions One:</i> Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216 <i>Mastering Conventions One:</i> Unit 3, Skill Drill 16C: Keeping Pronoun Case Consistent in a Paragraph, p. 230 Grammar Unit: SU3, L3 LO2–3, All Cards Grammar Unit: SU3, L4 LO3, All Cards

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	<p>L.6.1.b Grammar Unit: SU3, L5, LO3, Card 4</p> <p><i>Mastering Conventions Two</i>: Unit 5, Lesson 19: Introducing Intensive Pronouns, p. 270</p> <p><i>Mastering Conventions Two</i>: Unit 5, Skill Drill 19A: Finding and Fixing Intensive Pronoun Errors, p. 275</p> <p>L.6.1.c Grammar Unit: SU4, L1, LO2 and LO3</p> <p>Grammar Unit: SU4, L1, LO4 and LO5</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216</p> <p>L.6.1.d Grammar Unit: SU4, L3, LO2</p> <p><i>Mastering Conventions One</i>: Unit 1, Lesson 5: Defining and Identifying Pronouns, p. 67</p> <p>Grammar Unit: SU4, L5, LO3</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216</p> <p>L.6.1.e Grammar Unit: SU4, L5, LO4</p>
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	<p><i>Mastering Conventions One</i>: Unit 5, Lesson 25: Formal and Informal Writing Styles—Code-Switching, p. 358</p> <p><i>Mastering Conventions One</i>: Unit 5, Lesson 26: Formal and Informal Writing Styles—Code-Switching, p. 362</p>
<p>L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly. 	<p>L.6.2 6D: The Greeks, SU4, L5, LO7, All Cards, (Especially 1) (Print: 6D: The Greeks, SU4, L5, TE Step P p. 102, SE p. 644, WJ p. 74)</p> <p><i>Mastering Conventions One</i>: Unit 1, Lesson 1: Capitalizing and Punctuating Sentences, p. 16</p> <p><i>Mastering Conventions One</i>: Unit 1, Lesson 2: Capitalizing and Punctuating Sentences, p. 21</p> <p>L.6.2.a Grammar Unit: SU7, L1, LO2, All Cards</p> <p><i>Mastering Conventions Two</i>: Unit 6, Lesson 21: Use Punctuation to Set Off Nonrestrictive Elements, p. 302</p> <p>L.6.2.b 6A: Dahl & Narrative SU4, L4, LO4, Card 3 (Print: 6A: Dahl & Narrative, SU4, L4, TE Step K p. 129, SE p. 648, WJ p. 75)</p> <p><i>Mastering Conventions Four</i></p> <p><i>Mastering Conventions One</i>: Unit 3, Lessons 17–19, pp. 236–276</p>

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Knowledge of Language	
<p>L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* 	<p>L.6.3 6A: Dahl & Narrative, SU3, L4, LO2, Cards 1–4 (Print: 6A: Dahl & Narrative, SU3, L4, TE Step L p. 92, WJ p. 35)</p> <p><i>Mastering Conventions One:</i> Unit 3: Skill Drill 20D: Writing With Reflexive Pronouns, p. 294</p> <p><i>Mastering Conventions One:</i> Unit 1, Lesson 7: Understanding How Verb Tense Shows When Action Occurs, p. 87</p> <p>L.6.3.a 6A: Dahl & Narrative, SU3, L4, LO3–4, All Cards (Print: 6A: Dahl & Narrative, SU3, L4, TE Steps M–N pp. 93–94, WJ pp. 36–37)</p> <p><i>Mastering Conventions Two:</i> Unit 3, Skill Drill 13D: Experimenting With Complex Sentence Structure, p. 193</p> <p><i>Mastering Conventions One:</i> Unit 1, Lesson 8: Using Modal Helping Verbs to Show More About the Action, p. 108</p> <p><i>Mastering Conventions One:</i> Unit 4, Skill Drill 23D: Revising Complete Sentences, p. 338</p> <p>Grammar Unit: SU2, L5, LO6</p> <p>Grammar Unit: SU4, L3, LO5</p> <p>L.6.3.b</p>

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	<p>6F: The <i>Titanic</i> Collection, SU5, L7, LO2, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p> <p>6B: Mysteries & Investigations, SU2, L10, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L10, TE Step D2 p. 111, WJ p. 48)</p> <p>6C: The Chocolate Collection, SU3, L2, LO4, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step I p. 119, WJ p. 47)</p>
<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>Note: Alignment citations for Language Standards 4, 5, 6 include links to the cited activity in the Amplify Vocab App. Reviewers will need to be logged in to Amplify in order for these links to work.</p>	
<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 	<p>L.6.4</p> <p>Vocab App: "ravenous" Narrative Multiple Choice activities - Zombie, Hashtag (https://vocabulary.amplify.com/#/zombie/1365)</p> <p>Vocab App: "confiscated" Narrative Multiple Choice activities - Guillermo (https://vocabulary.amplify.com/#/guillermo/3417)</p> <p>Vocab App: "impression" ReDictionary activity (https://vocabulary.amplify.com/#/redictionary/143369)</p> <p>Vocab App: "consciousness" Narrative Multiple Choice activity - Doctor (https://vocabulary.amplify.com/#/doctor/2837)</p>

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<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.6.4.b Vocab App: "asteroid" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3069</p> <p>Vocab App: "aquamarine" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/2985</p> <p>L.6.4.c/d Vocab App: "appealing" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143375</p> <p>Vocab App: "designates" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143615</p>
<p>L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	<p>Vocab App: "merciless" Synonym & Antonym activities: https://vocabulary.amplify.com/#/findsynonyms/128 https://vocabulary.amplify.com/#/ordersynonyms/126 https://vocabulary.amplify.com/#/findantonyms/129 https://vocabulary.amplify.com/#/orderantonyms/127</p> <p>Vocab App: "tremendous" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/161 https://vocabulary.amplify.com/#/ordersynonyms/159 https://vocabulary.amplify.com/#/findantonyms/160 https://vocabulary.amplify.com/#/orderantonyms/158</p> <p>Vocab App: "cunning" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/173 https://vocabulary.amplify.com/#/ordersynonyms/172 https://vocabulary.amplify.com/#/findantonyms/171 https://vocabulary.amplify.com/#/orderantonyms/170</p>

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	<p>Vocab App: "seedy" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/185 https://vocabulary.amplify.com/#/ordersynonyms/184 https://vocabulary.amplify.com/#/findantonyms/183 https://vocabulary.amplify.com/#/orderantonyms/182</p>
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	<p>6E: Summer of the Mariposas, SU1, L6, LO3, All Cards (Print: 6E: Summer of the Mariposas, SU1, L6, TE Step N pp. 38–39, WJ p. 27)</p> <p>Vocab App: "dominating" Two of a Kind/Analogy activity https://vocabulary.amplify.com/#/analogy/144731</p> <p>Vocab App: "strutting" Narrative Multiple Choice activities - Blind Item, May I https://vocabulary.amplify.com/#/blinditem/1472 https://vocabulary.amplify.com/#/mayi/3377</p>
<p style="text-align: center;">Language Progressive Skills</p> <p>The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</p>	
L.3.1.f: Ensure subject-verb and pronoun-antecedent agreement.	<p>Grammar Unit: SU3, L2-5</p> <p>Grammar Unit: SU4, L2 and L5</p> <p>Grammar Unit: SU5, L2 and L3</p> <p><i>Mastering Conventions One:</i> Unit 1, Lesson 5: Defining and Identifying Pronouns, p. 67</p> <p><i>Mastering Conventions Two:</i> Unit 4, Lesson 15: Subject/Verb Agreement, p. 212</p>

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	<i>Mastering Conventions Two</i> : Unit 4, Lesson 16: Subject/Verb Agreement With Indefinite Pronouns, p. 218
L.3.a: Choose words and phrases for effect.	<i>Mastering Conventions One</i> : Unit 1, Lesson 11: Defining and Identifying Adverbs, p. 153
L.3.3.a: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<p>Grammar Unit: SU1, L1-5</p> <p>Grammar Unit: SU2, L1-5</p> <p><i>Mastering Conventions One</i>: Unit 4, Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrases, p. 305</p> <p><i>Mastering Conventions One</i>: Unit 4, Lesson 24: Finding and Fixing Sentence Fragments, p. 342</p> <p><i>Mastering Conventions Two</i>: Unit 1, Lesson 3: Defining, Finding, and Fixing Run-On Sentences, p. 57</p>
L.4.1.g: Correctly use frequently confused words (e.g., to/too/two; there/their).	<p>Grammar Unit: SU3, L4</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 17: Distinguishing Between “Your” and “You’re,” p. 236</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 18: Distinguishing Between “Their” and “They’re,” p. 249</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 19: Distinguishing Between “Its” and “It’s,” p. 263</p>

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L.4.3.a: Choose words and phrases to convey ideas precisely. ¹	Grammar Unit: SU5, L1, L3, and L4 Grammar Unit: SU6, L2-4
L.4.3.b: Choose punctuation for effect.	Grammar Unit: SU7, L1 <i>Mastering Conventions One:</i> Unit 1, Lesson 1: Capitalizing and Punctuating Sentences, p. 16 <i>Mastering Conventions Three:</i> Unit 4, Lesson 15: Use Punctuation to Indicate a Pause or Break, p. 207
L.5.1.d: Recognize and correct inappropriate shifts in verb tense.	Grammar Unit: SU5, L1-L4 Grammar Unit: SU6, L1-4
L.5.2.a: Use punctuation to separate items in a series. ²	<i>Mastering Conventions One:</i> Unit 1, Skill Drill 10B: Using Commas Between Adjectives, p. 150 <i>Mastering Conventions Three:</i> Unit 4, Lesson 14: Reviewing, Finding, and Fixing Comma Errors With Adjectives, p. 194
L.6.1.c: Recognize and correct inappropriate shifts in pronoun number and person.	Grammar Unit: SU4, L1, LO2 and LO3 Grammar Unit: SU4, L1, LO4 and LO5 <i>Mastering Conventions One:</i> Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216
L.6.1.d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Grammar Unit: SU4, L3, LO2 Grammar Unit: SU4, L5, LO3

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	<p><i>Mastering Conventions One</i>: Unit 1, Lesson 5: Defining and Identifying Pronouns, p. 67</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216</p>
L.6.1.e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<p>Grammar Unit: SU4, L5, LO4</p> <p><i>Mastering Conventions One</i>: Unit 5, Lesson 25: Formal and Informal Writing Styles—Code-Switching, p. 358</p> <p><i>Mastering Conventions One</i>: Unit 5, Lesson 26: Formal and Informal Writing Styles—Code-Switching, p. 362</p>
L.6.2.a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<p>Grammar Unit: SU7, L1, LO2, All Cards</p> <p><i>Mastering Conventions Two</i>: Unit 6, Lesson 21: Use Punctuation to Set Off Nonrestrictive Elements, p. 302</p>
L.6.3.a: Vary sentence patterns for meaning, reader/listener interest, and style. ³	<p>6A: Dahl & Narrative, SU3, L4, LO3–4, All Cards (Print: 6A: Dahl & Narrative, SU3, L4, TE Steps M–N pp. 93–94, WJ pp. 36–37)</p> <p>Grammar Unit: SU2, L5, LO6</p> <p>Grammar Unit: SU4, L3, LO5</p> <p><i>Mastering Conventions Two</i>: Unit 3, Skill Drill 13D: Experimenting With Complex Sentence Structure, p. 193</p>

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	<p><i>Mastering Conventions One</i>: Unit 1, Lesson 8: Using Modal Helping Verbs to Show More About the Action, p. 108</p> <p><i>Mastering Conventions One</i>: Unit 4, Skill Drill 23D: Revising Complete Sentences, p. 338</p>
L.6.3.b: Maintain consistency in style and tone.	<p>6F: The <i>Titanic</i> Collection, SU5, L7, LO2, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p> <p>6B: Mysteries & Investigations, SU2, L10, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L10, TE Step D2 p. 111, WJ p. 48)</p> <p>6C: The Chocolate Collection, SU3, L2, LO4, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step I p. 119, WJ p. 47)</p>
L.7.1.c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	N/A
L.7.3.a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	N/A
L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.	N/A
L.9-10.1.a: Use parallel structure.	N/A

¹ Subsumed by L.7.3.a

² Subsumed by L.9-10.1.a

³ Subsumed by L.11-12.3.a