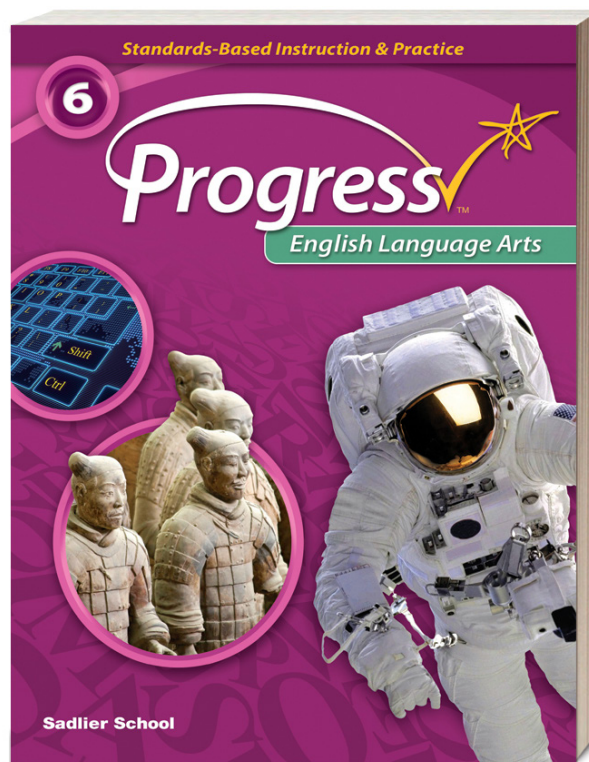


Progress English Language Arts

Correlation to the New York State Next Generation
English Language Arts Learning Standards REVISED JANUARY 2017

Grade 6



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6TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 6R

Grade 6 ELA Standards

Progress English Language Arts, Grade 6

Key Ideas and Details

<p>6R1:</p>	<p>Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>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</p> <p>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 1 Review—pp. 44–46 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online</p>
<p>6R2:</p>	<p>Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27</p> <p>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 1 Review—pp. 44–46 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online</p>
<p>6R3:</p>	<p>In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Describing Plot: “The Man Who Loved to Laugh” (Drama)—pp. 28–35</p> <p>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 1 Review—pp. 44–46 Performance Task—Online</p>

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6TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 6R

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
<p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online</p>
<p>Craft and Structure</p>	
<p>6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: “The Horse of Wood,” Retold by Alfred Church, from <i>The Aeneid</i> by Virgil (Epic)—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)—pp. 168–175</p> <p>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 7 Review—pp. 200–202 Performance Task—Online</p>
<p>6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Analyzing Text Structure: from <i>The Iliad</i>, Retold by Alfred Church (Epic)—pp. 124–131</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: “The Horse of Wood,” Retold by Alfred Church, from <i>The Aeneid</i> by Virgil (Epic)—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online</p>
<p>In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183</p> <p>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 7 Review—pp. 200–202 Performance Task—Online</p>

6TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 6R

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
<p>6R6:</p>	<p>In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL)</p> <p>Unit 5 Reading Literature: Craft and Structure Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)—pp. 132–139</p> <p>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 5 Review—pp. 148–150 Performance Task—Online</p>
	<p>In informational texts, explain how an author’s geographic location or culture affects his or her perspective. (RI)</p> <p>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</p> <p>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 7 Review—pp. 200–202 Performance Task—Online</p>

Integration of Knowledge and Ideas

<p>6R7:</p>	<p>Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)</p> <p>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</p> <p>SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 217–219 Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241 Unit 9 Review—pp. 244–246 Performance Task—Online</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)—pp. 280–287</p> <p>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 11 Review—pp. 296–298 Performance Task—Online</p>
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6TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 6R

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
<p>6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)</p>	<p>Citing Evidence (evaluate claims in or about a text and relevant, supporting evidence)—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34, 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86, 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138, 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190, 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234, 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279</p> <p>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 11 Review—pp. 296–298 Performance Task—Online</p>
<p>6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Home Connect (make connections)—p. 10</p> <p>Connect Across Texts Compare and Contrast Texts—p. 42</p> <p>Reading Selections 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 Unit 1 Review: “The Cruel Crane Outwitted”/“The Talkative Tortoise”—pp. 44–46</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Home Connect (make connections)—p. 62</p> <p>Connect Across Texts Compare and Contrast Texts—p. 94</p> <p>Reading Selections Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71</p> <p style="text-align: right;"><i>continued</i></p>

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6TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 6R

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
	<p>Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79</p> <p>Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87</p> <p>Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93</p> <p>Unit 3 Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98</p> <p>Unit 5 Reading Literature: Craft and Structure</p> <p>Home Connect (make connections)—p. 114</p> <p>Connect Across Texts</p> <p>Compare and Contrast Texts—p. 146</p> <p>Reading Selections</p> <p>Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123</p> <p>Analyzing Text Structure: from The Iliad, Retold by Alfred Church (Epic)—pp. 124–131</p> <p>Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139</p> <p>Close Reading: “The Horse of Wood,” Retold by Alfred Church, from The Aeneid by Virgil (Epic)—pp. 140–145</p> <p>Unit 5 Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150</p> <p>Unit 7 Reading Informational Text: Craft and Structure</p> <p>Home Connect (make connections)—p. 166</p> <p>Connect Across Texts</p> <p>Compare and Contrast Texts—p. 198</p> <p>Reading Selections</p> <p>Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)—pp. 168–175</p> <p>Analyzing Text Structure: “Earthquake” (Scientific Text)—pp. 176–183</p> <p>Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)—pp. 184–191</p> <p>Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197</p> <p>Unit 7 Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202</p>

6TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 6R

Grade 6 ELA Standards	<i>Progress English Language Arts, Grade 6</i>
	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Home Connect (make connections)—p. 218 Connect Across Texts Compare and Contrast Texts—p. 242 Reading Selections 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 Unit 9 Review: “The HMS Challenger Sails the Seas”/“Sea Fever”—pp. 244–246</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Home Connect (make connections)—p. 262 Connect Across Texts Compare and Contrast Texts—p. 294 Reading Selections Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote 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 Unit 11 Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298</p>

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards

Progress English Language Arts, Grade 6

Text Types and Purposes

6W1:	Write arguments to support claims with clear reasons and relevant evidence.	<p>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 8 Review: 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>
6W1a:	Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Creating an Organizational Structure/Introducing the Topic/Stating the Claim/ Organizing Relevant Information—pp. 206–209</p>
6W1b:	Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Supporting Stance with Evidence, Facts/Presenting Counterarguments as Evidence—pp. 207–209</p>
6W1c:	Use precise language and content-specific vocabulary to argue a claim.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Using Words and Phrases to Clarify Relationships—pp. 207–209</p>
6W1d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Using Words and Phrases to Clarify Relationships/Use Linking Words and Phrases—pp. 207–209</p>
6W1e:	Provide a concluding statement or section that explains the significance of the argument presented.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Providing a Conclusion that Summarizes Reasons and Evidence—pp. 208–209</p>
6W1f:	Maintain a style and tone appropriate to the writing task.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Maintaining a Formal Tone throughout the Piece—pp. 206–209 Language: Consistency in Style and Tone—p. 211</p>

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
<p>6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>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 4 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</p> <p>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 6 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</p> <p>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 10 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</p>
<p>6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p>	<p>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</p> <p>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</p>

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards		Progress English Language Arts, Grade 6
		<p>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</p>
6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.	<p>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</p> <p>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</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Concrete Facts and Details—pp. 250, 254</p>
6W2c:	Use precise language and content-specific vocabulary to explain a topic.	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Essay: Using Precise Language and Domain-Specific Vocabulary—pp. 154–157</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary—p. 254</p>

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
<p>6W2d:</p>	<p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>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</p> <p>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</p> <p>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</p>
<p>6W2e:</p>	<p>Provide a concluding statement or section that explains the significance of the information presented.</p> <p>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</p> <p>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</p> <p>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</p>
<p>6W2f:</p>	<p>Establish and maintain a style appropriate to the writing task.</p> <p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Using a Formal Style—pp. 103, 105</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Essay: Maintaining a Formal Style—p. 157</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal Style and Language—pp. 251, 254</p>

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards		Progress English Language Arts, Grade 6
6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.	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 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60
6W3a:	Engage the reader by introducing a narrator and/or characters.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the Topic and the Narrator/Engaging the Reader’s Attention/Using an Organization in Which the Sequence of Events Unfolds Naturally—pp. 50–51, 53
6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Pacing and Description to Develop Events—pp. 50–53
6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Transition Words and Phrases to Signal Shifts in Time and Place—pp. 51, 53
6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Precise Words and Descriptive Details to Make Experiences Come Alive—pp. 50–51, 53
6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Providing a Conclusion that Follows What Came Before—pp. 52–53

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
<p>6W4:</p>	<p>Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p> <p>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 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60</p> <p>Performance Task 1 Part 1: Literary Analysis (read the selection then write a literary analysis essay in response)—pp. 311–314 Part 2: Narrative Writing (read the selection then write a short story in response)—pp. 315–317</p> <p>Performance Task 2 Part 1: Literary Analysis (read the selection then write a literary analysis essay in response)—pp. 321–324 Part 2: Narrative Writing (read the selection then write an imaginative narrative in response)—pp. 325–327</p>
<p>6W5:</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.</p> <p>Unit 1 Reading Literature: Key Ideas and Details Cite Evidence—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34 Comprehension Check—13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41 Connect Across Texts Compare and Contrast Texts—p. 42 Reading Selections Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19 Determining Theme: “My Cousin’s <i>Quinceañera</i>” (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 Unit 1 Review: “The Cruel Crane Outwitted”/“The Talkative Tortoise”—pp. 44–46</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Cite Evidence—pp. 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86 Comprehension Check—65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93</p> <p style="text-align: right;"><i>continued</i></p>

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6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
	<p>Connect Across Texts Compare and Contrast Texts—p. 94</p> <p>Reading Selections 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 Unit 3 Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98</p> <p>Unit 5 Reading Literature: Craft and Structure Cite Evidence—pp. 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138 Comprehension Check—117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145</p> <p>Connect Across Texts Compare and Contrast Texts—p. 146</p> <p>Reading Selections 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 Unit 5 Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150</p> <p>Unit 7 Reading Informational Text: Craft and Structure Cite Evidence—pp. 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190 Comprehension Check—169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197</p> <p>Connect Across Texts Compare and Contrast Texts—p. 198</p> <p style="text-align: right;"><i>continued</i></p>

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
	<p>Reading Selections 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 Unit 7 Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Cite Evidence—pp. 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234 Comprehension Check—221, 223, 225, 227, 229, 231, 233, 235, 239–241 Connect Across Texts Compare and Contrast Texts—p. 242</p> <p>Reading Selections 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 Unit 9 Review: “The HMS <i>Challenger</i> Sails the Seas”/“Sea Fever”—pp. 244–246</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Cite Evidence—pp. 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286 Comprehension Check—265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293 Connect Across Texts Compare and Contrast Texts—p. 294</p> <p style="text-align: right;"><i>continued</i></p>

6TH GRADE WRITING STANDARDS | 6W

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
	<p>Reading Selections Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote 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 Unit 11 Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298</p>
<p>Research to Build and Present Knowledge</p>	
<p>6W6:</p>	<p>Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p> <p>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 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260</p> <p>Writing Handbook Step 1 Planning Planning and Research/Researching Your Topic—pp. 300–302</p>
<p>6W7:</p>	<p>Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p> <p>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 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260</p> <p>Writing Handbook Step 1 Planning Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302</p>

6TH GRADE SPEAKING AND LISTENING STANDARDS | 6SL

Grade 6 ELA Standards

Progress English Language Arts, Grade 6

Comprehension and Collaboration

6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.	
	<p>6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 42, 94, 146, 198, 242, 294</p> <p>Speaking and Listening Discuss the Essential Question (prepare for class discussion/support personal point of view with evidence)—pp. 58, 110, 162, 214, 258 Did I: Come to the discussion prepared?/Identify claims supported by reasons and evidence?—p. 58</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips/Listening Tips—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
	<p>6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>Speaking and Listening Discuss the Essential Question (support point of view with evidence)—pp. 58, 110, 162, 214, 258 Did I: Help define individual roles during discussions?—p. 58 Organizer (Agree/Disagree, Questions Asked/Questions Answered)—pp. 110, 162, 214, 258</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips—p. 310</p>
	<p>6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>Speaking and Listening Discuss the Essential Question (answer questions)—pp. 58, 110, 162, 214, 258 Did I: Build on ideas expressed by others and express my own ideas clearly?—p. 58 Organizer (Questions Asked/Questions Answered)—pp. 110, 162, 214, 258</p> <p style="text-align: right;"><i>continued</i></p>

6TH GRADE SPEAKING AND LISTENING STANDARDS | 6SL

Grade 6 ELA Standards		Progress English Language Arts, Grade 6
		<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (take notes, ask questions)—p. 310 See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 42, 94, 146, 198, 242, 294</p> <p>Speaking and Listening Discuss the Essential Question—pp. 58, 110, 162, 214, 258 Did I: Revise my own views when presented with new evidence or information?—p. 58 Organizer (Agree/Disagree)—pp. 110, 162, 214, 258</p> <p>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</p>
6SL2:	Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.	<p>Citing Evidence—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34, 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86, 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138, 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190, 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234, 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286</p> <p>Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197, 221, 223, 225, 227, 229, 231, 233, 235, 239–241, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293</p> <p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 42, 94, 146, 198, 242, 294</p> <p>Speaking and Listening Discuss the Essential Question—pp. 58, 110, 162, 214, 258</p> <p style="text-align: right;"><i>continued</i></p>

6TH GRADE SPEAKING AND LISTENING STANDARDS | 6SL

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
	<p>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</p> <p>SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 217–219 Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241 Unit 9 Review—pp. 244–246 Performance Task—Online</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (using visuals or audio/connection to topic)—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>6SL3:</p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Speaking and Listening Discuss the Essential Question (identify/support claims with reasons and evidence)—pp. 58, 110, 162, 214, 258 Did I: Distinguish claims that are supported by reasons and evidence from claims that are not?—p. 58—p. 58</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>6SL4:</p>	<p>Report claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips (give an oral presentation)—p. 310</p> <p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 42, 94, 146, 198, 242, 294</p> <p>Speaking and Listening Discuss the Essential Question—pp. 58, 110, 162, 214, 258 Did I: Speak in an appropriate volume, pronounce words clearly, and use eye contact?—p. 58</p> <p style="text-align: right;"><i>continued</i></p>

6TH GRADE SPEAKING AND LISTENING STANDARDS | 6SL

Grade 6 ELA Standards	Progress English Language Arts, Grade 6
	See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
6SL5:	<p>Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (using text features, visuals, or audio)/ Digital Connection (digital slide presentation)—p. 310</p> <p>See also Home Connect—pp. 166 (make a video), 262 (using video or hyperlinks)</p>
6SL6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (use the appropriate form of English)—p. 310</p> <p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 42, 94, 146, 198, 242, 294</p> <p>Speaking and Listening Discuss the Essential Question (answer questions)—pp. 58, 110, 162, 214, 258 Did I: Use formal English when appropriate?—p. 58</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>

6TH GRADE LANGUAGE STANDARDS | 6L

Grade 6 ELA Standards

Progress English Language Arts, Grade 6

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades 6→8:

<ul style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, and possessive). 	<p>GRADE 6 Language Case of Pronouns—pp. 54-56</p>
<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in pronoun number and person. 	<p>GRADE 6 Language Pronoun Number and Person—pp. 158-159</p>
<ul style="list-style-type: none"> Recognize and correct pronouns that have unclear or ambiguous antecedents. 	<p>GRADE 6 Language Vague Pronouns—pp. 160-161</p>
<ul style="list-style-type: none"> Explain the function of phrases and clauses in general, as well as in specific sentences. 	<p>GRADE 7 Language Function of Phrases and Clauses—pp. 54-55 Verbals and Verbal Phrases—pp. 211-212</p>
<ul style="list-style-type: none"> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p>GRADE 7 Language Phrase and Clause Placement—p. 106 Misplaced Modifiers—p. 107 Dangling Modifiers—p. 213</p>
<ul style="list-style-type: none"> Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 	<p>GRADE 7 Language Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158-159</p>
<ul style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives). 	<p>GRADE 8 Language Verbals—pp. 54-55</p>
<ul style="list-style-type: none"> Form and use verbs in the active and passive voice. 	<p>GRADE 8 Language Active Voice and Passive Voice—pp. 158-159</p>

6TH GRADE LANGUAGE STANDARDS | 6L

Grade 6 ELA Standards		Progress English Language Arts, Grade 6
	<ul style="list-style-type: none"> Recognize and correct inappropriate verb shifts. 	GRADE 8 Language Shifts in Verb Voice—p. 106 Shifts in Verb Mood—p. 107 Verb Voice and Mood—p. 212
ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*. *While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
Core Punctuation and Spelling Skills for Grades 6→8:		
	<ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. 	GRADE 6 Language Punctuation of Nonrestrictive/Paranetical Elements—pp. 212–213 Restrictive and Nonrestrictive Elements—pp. 255–256
	<ul style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 	GRADE 8 Language Coordinate and Cumulative Adjectives—pp. 254–255
	<ul style="list-style-type: none"> Use an ellipsis to indicate an omission. 	GRADE 8 Language Punctuation for Pauses or Breaks—p. 109 Punctuation for Pauses or Breaks—p. 256
Knowledge of Language		
6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.	GRADE 6 Language Varying Sentence Patterns—p. 210
6L3b:	Maintain consistency in style and tone.	GRADE 6 Language Consistency in Style and Tone—p. 211

6TH GRADE LANGUAGE STANDARDS | 6L

Grade 6 ELA Standards

Progress English Language Arts, Grade 6

Vocabulary Acquisition and Use

6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
6L4a:	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.	<p>GRADE 6</p> <p>Language</p> <p>Context Clues—p. 43</p>
6L4b:	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	<p>GRADE 6</p> <p>Language</p> <p>Greek and Latin Roots—p. 199</p> <p>Greek and Latin Affixes—p. 295</p>
6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>GRADE 6</p> <p>Language</p> <p>Academic and Domain-Specific Words (use a dictionary)—p. 95</p> <p>Figures of Speech/Connotations (use a dictionary)—p. 147</p> <p>Writing Handbook</p> <p>Step 4 Editing</p> <p>Editing Checklist (use a print or online dictionary—p. 306)</p> <p>Glossary—pp. 331–335</p>
6L4d:	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>GRADE 6</p> <p>Language</p> <p>Academic and Domain-Specific Words (use a dictionary)—p. 95</p> <p>Figures of Speech/Connotations (use a dictionary)—p. 147</p> <p>Writing Handbook</p> <p>Step 4 Editing: Editing Checklist (use a print or online dictionary—p. 306)</p> <p>Glossary—pp. 331–335</p>

6TH GRADE LANGUAGE STANDARDS | 6L

Grade 6 ELA Standards		Progress English Language Arts, Grade 6
6L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
6L5a:	Interpret figurative language, including personification, in context.	GRADE 6 Language Figures of Speech/Connotations (similes, metaphors, personification)—p. 147
6L5b:	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	GRADE 6 Language Word Relationships—p. 243
6L5c:	Distinguish among the connotations of words with similar denotations (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	GRADE 6 Language Figures of Speech/Connotations—p. 147
6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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, 270, 272, 274, 276, 278, 280, 282, 284, 286 Language Context Clues—p. 43 Academic and Domain-Specific Words—p. 95 Figures of Speech/Connotations—p. 147 Greek and Latin Roots—p. 199 Word Relationships (using word relationships to learn new words)—p. 243 Greek and Latin Affixes—p. 295 Unit 3 Reading Informational Text: Key Ideas and Details Introducing Unit 4/Home Connect (academic and content-area vocabulary)—p. 62 Unit 5 Reading Literature: Craft and Structure Analyzing Word Choice: “My Trip to China” (Fantasy)—pp. 116–123 <i>continued</i>

6TH GRADE LANGUAGE STANDARDS | 6L

Grade 6 ELA Standards	<i>Progress English Language Arts, Grade 6</i>
	<p>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</p> <p>Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)—pp. 168–175</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Write Research Reports Using Domain-Specific Language—pp. 251, 254</p> <p>Writing Handbook Step 3 Revising Revising Checklist: Word Choice—p. 304</p> <p>Glossary—pp. 331–335</p>