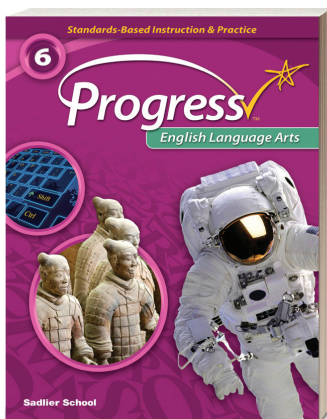


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to

Arizona's College and Career Ready Standards – English Language Arts

Grade 6

Contents

| | |
|--|----|
| Reading Standards for Literature | 2 |
| Reading Standards for Informational Text | 5 |
| Writing Standards | 8 |
| Speaking and Listening Standards | 17 |
| Language Standards | 20 |

Reading Standards for Literature

GRADE 6 STUDENTS:

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(6.RL.1)**
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **(6.RL.1)**
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. **(6.RL.1)**

Craft and Structure

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. **(6.RL.1)**
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. **(6.RL.1)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

Unit 1 Review—pp. 44–46

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Determining Theme: "My Cousin's Quinceañera" (Realistic Fiction)—pp. 20–27

SEE ALSO

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

Unit 1 Review—pp. 44–46

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

Unit 1 Review—pp. 44–46

Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: "The Horse of Wood," Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Unit 5 Review—pp. 148–150

Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
Close Reading: "The Horse of Wood," Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

Unit 5 Review—pp. 148–150

Performance Task—Online

Reading Standards for Literature

GRADE 6 STUDENTS:

6. Explain how an author develops the point of view of the narrator or speaker in a text. **(6.RL.1)**

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem 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. **(6.RL.1)**

8. (Not applicable to literature) **(6.RL.1)**

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. **(6.RL.1)**

Range of Reading and Level of Text Complexity

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. **(6.RL.1)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

SEE ALSO

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

SEE ALSO

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

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

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

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

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

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

Unit 1 Review: “The Cruel Crane Outwitted”/“The Talkative Tortoise”—pp. 39–40

Reading Standards for Literature

GRADE 6 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Reading Literature: Craft and Structure

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

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

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

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

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

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

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

Unit 5 Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

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

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

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

Unit 9 Review: “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

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

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

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

Reading Standards for Informational Text

GRADE 6 STUDENTS:

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(6.RI.1)**
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **(6.RI.2)**
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **(6.RI.3)**

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(6.RI.4)**
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. **(6.RI.5)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

SEE ALSO

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

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

SEE ALSO

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

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

SEE ALSO

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

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

SEE ALSO

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

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

SEE ALSO

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

Reading Standards for Informational Text

GRADE 6 STUDENTS:

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **(6.RI.6)**

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **(6.RI.7)**

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **(6.RI.8)**

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). **(6.RI.9)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

SEE ALSO

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Integrating Information from Different Sources: "Primary Elections" by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)—pp. 264–271

SEE ALSO

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

Reading Standards for Informational Text

GRADE 6 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Range of Reading and Level of Text Complexity

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. **(6.RI.10)**
- a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(AZ.6.RI.10)**

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

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

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

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

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

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

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

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

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

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

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

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

Connect Across Texts: Support a Claim—p. 198

Unit 7 Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

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

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

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

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

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

Unit 11 Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298

Writing Standards

GRADE 6 STUDENTS:

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented. **(6.W.1)**
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

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

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

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

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

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

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

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

Writing Standards

GRADE 6 STUDENTS:

-
- a. 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.

-
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

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

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

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

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

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

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

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

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

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

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

Writing Standards

GRADE 6 STUDENTS:

- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented. **(6.W.2)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

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

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

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

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

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

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

Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105

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

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

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

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

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

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

Writing Standards

GRADE 6 STUDENTS:

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - 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. **(6.W.3)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

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

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

Unit 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

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 47–49

Performance Task 1

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Performance Task 2

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

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

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

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

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

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

Writing Standards

GRADE 6 STUDENTS:

Production and Distribution of Writing

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.) **(6.W.4)**
 - a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to task, purpose, and audience. **(AZ.6.W.4)**
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.) **(6.W.5)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

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

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

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

Unit 4 Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

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

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

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

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Draft a Nonfictional Narrative—p. 53

Unit 2 Review: Write the final draft—p. 60

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

Draft an Informative/Explanatory Essay—p. 105

Unit 4 Review: Write the final draft—p. 112

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

Draft an Evidence-Based Essay—p. 157

Unit 8 Review: Write the final draft—p. 164

Writing Standards

GRADE 6 STUDENTS:

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **(6.W.6)**

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **(6.W.7)**
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. **(6.W.8)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 8 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece—p. 209

Unit 8 Review: Write the final draft—p. 216

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

Draft a Research Report—p. 254

Unit 10 Review: Write the final draft—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

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

Writing Handbook

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

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

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

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

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

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

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

Read a Student Model/Use Index Cards/Outline a Research Report:

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

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302

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

Read a Student Model/Use Index Cards/Outline a Research Report:

Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources—pp. 250–254

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2

Part 3: Research Simulation—pp. 321, 328–330

Writing Handbook

Step 1: Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

Writing Standards

GRADE 6 STUDENTS:

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 6 Reading standards* 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").

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

Determining Theme: "My Cousin's Quinceañera" (Realistic Fiction)—pp. 20–27

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

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

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

Unit 1 Review: "The Cruel Crane Outwitted"/"The Talkative Tortoise"—pp. 44–46

Unit 5 Reading Literature: Craft and Structure

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

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

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

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

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

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

Connect Across Texts Compare and Contrast Texts—p. 146

Unit 5 Review: "The Duel of Paris and Menelaus"/"The Meeting of Hector and Andromache"—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

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

Close Reading: "The Bathysphere" (Historical Fiction)—pp. 236–241

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

Unit 9 Review: "The HMS *Challenger* Sails the Seas"/"Sea Fever"—pp. 244–246

Performance Task 1

Part 1: Literary Analysis—pp. 311–314

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

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

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

Writing Standards

GRADE 6 STUDENTS:

- b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). **(6.W.9)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

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

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

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

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

Connect Across Texts: Compare and Contrast—p. 94

Unit 3 Review: "A Special Nut"/"FLAVR SAVR Tomato"—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure

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

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

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

Analyzing Text Structure: "Earthquake" (Scientific Text)—pp. 176–183

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

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

Connect Across Texts: Support a Claim—p. 198

Unit 7 Review: "Outgrowing Our Food and Water?"/"Orbital Space Colonies"—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

Integrating Information from Different Sources: "Primary Elections" by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)—pp. 264–271

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

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

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

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

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

Performance Task 1

Part 3: Research Simulation—pp. 311, 318–320

Writing Standards

GRADE 6 STUDENTS:

Range of Writing

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. **(6.W.10)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Performance Task 2

Part 3: Research Simulation—pp. 321, 328–330

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

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

Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

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

Read a Student Model/Outline an Informative/Explanatory

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

Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

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

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

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

Unit 4 Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 206–209

Unit 8 Review: Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

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

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

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

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

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

Writing Standards

GRADE 6 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Performance Task 1

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Unit Review questions at the end of each unit.

Speaking and Listening Standards

GRADE 6 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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

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

Writing Handbook

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

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

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

Writing Handbook

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

Speaking and Listening Standards

GRADE 6 STUDENTS:

- 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. **(6.SL.1)**

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. **(6.SL.2)**

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. **(6.SL.3)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

Writing Handbook

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

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

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

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

Writing Handbook

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

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

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

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

Writing Handbook

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

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

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

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

Speaking and Listening Standards

GRADE 6 STUDENTS:

Presentation of Knowledge and Ideas

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. **(6.SL.4)**
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **(6.SL.5)**
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.) **(6.SL.6)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

Unit 11 Review—pp. 296–298

Performance Task—Online

Writing Handbook

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

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

Writing Handbook

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

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

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

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

Writing Handbook

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

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

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that suits your audience and occasion)—p. 310

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

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

Speaking and Listening Standards

GRADE 6 STUDENTS:

SADLIER 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

Language Standards

GRADE 6 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - 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. **(6. L.1)**

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Case of Pronouns—pp. 54–56

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Review—pp. 59–60

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Intensive Pronouns—p. 58

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Review—pp. 59–60

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

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

Language: Pronoun Number and Person—pp. 158–159

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Review—pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

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

Language: Vague Pronouns—pp. 160–161

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Review—pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

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

Language: Variations of English—pp. 106–107

Language: Conventions of English—pp. 108–109

SEE ALSO

Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Review—pp. 111–112

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304

Language Standards

GRADE 6 STUDENTS:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

- b. Spell correctly. **(6. L.2)**

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.

- b. Maintain consistency in style and tone. **(6. L.3)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Punctuation of Nonrestrictive/Parenthetical Elements—pp. 212–213

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Restrictive and Nonrestrictive Elements—pp. 255–256

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Spelling—p. 257

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Review—pp. 259–260

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Varying Sentence Patterns—p. 210

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—pp. 215–216

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Consistency in Style and Tone—p. 211

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist (consistency in style and tone)—p. 306

Language Standards

GRADE 6 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- c. 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.
- 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). **(6. L.4)**

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 43

SEE ALSO

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

Unit 1 Review—pp. 44–46

Unit 7 Reading Informational Text: Craft and Structure

Language: Greek and Latin Roots—p. 199

SEE ALSO

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

Unit 7 Review—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Greek and Latin Affixes—p. 295

SEE ALSO

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

Unit 11 Review—pp. 296–298

Unit 3 Reading Informational Text: Key Ideas and Details

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

Unit 5 Reading Literature: Craft and Structure

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

Writing Handbook

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

Glossary—pp. 331–335

Unit 3 Reading Informational Text: Key Ideas and Details

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

Unit 5 Reading Literature: Craft and Structure

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

Writing Handbook

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

Glossary—pp. 331–335

Language Standards

GRADE 6 STUDENTS:

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). **(6. L.5)**
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **(6. L.6)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Reading Literature: Craft and Structure

Language: Figures of Speech/Connotations (similes, metaphors, personification)—p. 147

SEE ALSO

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Word Relationships—p. 243

SEE ALSO

Introducing Unit 9/Home Connect—pp. 217–218
Unit 9 Review—pp. 244–245

Unit 5 Reading Literature: Craft and Structure

Language: Figures of Speech/Connotations—p. 147

SEE ALSO

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

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

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 43

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

Unit 5 Reading Literature: Craft and Structure

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

Language: Figures of Speech/Connotations—p. 147

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

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

Unit 7 Reading Informational Text: Craft and Structure

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

Language: Greek and Latin Roots—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

Language Standards

GRADE 6 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Greek and Latin Affixes—p. 295

Writing Handbook

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