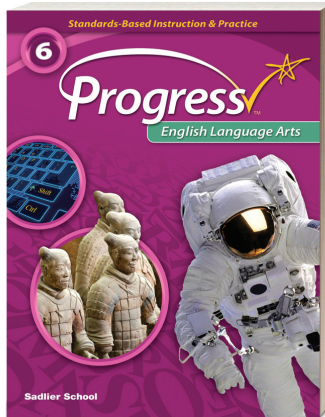


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Language Arts

Florida Standards (LAFS)

Grade: 6

Contents

Reading Standards for Literature	2
Reading Standards for Informational Text	5
Writing Standards	8
Standards for Speaking and Listening	18
Language Standards	20

Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Cluster 1: Key Ideas and Details

LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

LAFS.6.RL.2.4 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.6.RL.2.5 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

Strand: Reading Standards for Literature

STANDARDS

LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

LAFS.6.RL.3.7 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.6.RL.3.9 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.6.RL.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Literature

STANDARDS

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Cluster 1: Key Ideas and Details

LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

LAFS.6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.6.RI.2.5 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Informational Text

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
<p>LAFS.6.RI.2.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</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>
<hr/> Cluster 3: Integration of Knowledge and Ideas <hr/>	
<p>LAFS.6.RI.3.7 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>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</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>LAFS.6.RI.3.8 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</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>LAFS.6.RI.3.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</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>

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.6.RI.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Cluster 1: Text Types and Purposes

LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

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 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

Strand: Writing Standards

STANDARDS

LAFS.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

- a. Introduce a topic clearly, previewing what is to follow; 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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. 154–157

Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

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

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

Strand: Writing Standards

STANDARDS

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

- c. Use appropriate transitions to create cohesion and 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

Strand: Writing Standards

STANDARDS

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Engage and orient the reader by establishing a context and point of view 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.

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: 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

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

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

Strand: Writing Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <hr/> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>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</p> <hr/> <p>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</p>
<p>Cluster 2: Production and Distribution of Writing</p>	
<p>LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</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> <hr/> <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</p> <hr/> <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. 102–105 Unit 4 Review: Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112</p> <hr/> <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> <hr/> <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>

Strand: Writing Standards

STANDARDS

LAFS.6.W.2.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

Strand: Writing Standards

STANDARDS

LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

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: 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

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

Strand: Writing Standards

STANDARDS

- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

Performance Task 2

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

Cluster 4: Range of Writing

LAFS.6.W.4.10 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

Strand: Writing Standards

STANDARDS

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

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

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.

Strand: Standards for Speaking and Listening

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Cluster 1: Comprehension and Collaboration

LAFS.6.SL.1.1 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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.

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.

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: 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

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
<p>LAFS.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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> <p>Connect Across Texts (small group/class discussion, using charts): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 58, 110, 162, 214, 258</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>LAFS.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 58 (<i>Did I?:</i> Identify claims supported by reason and evidence?), 110, 162, 214, 258</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>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>Cluster 2: Presentation of Knowledge and Ideas</p>	
<p>LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 310</p> <p>Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 58 (<i>Did I?:</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</p>

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
<p>LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p><i>See also Home Connect:</i> Ways to Help Your Child (speaking with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> <p>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</p> <p><i>See also Home Connect</i>—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)</p>
<p>LAFS.6.SL.2.6 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.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that suits your audience and occasion)—p. 310</p> <p>Connect Across Texts (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 58 (<i>Did I?: Use formal English when appropriate?</i>), 110, 162, 214, 258</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>

Strand: Language Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
<p>Cluster 1: Conventions of Standard English</p>	
<p>LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Case of Pronouns—pp. 54–56</p> <p>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</p> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Intensive Pronouns—p. 58</p> <p>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</p>

Strand: Language Standards

STANDARDS

- 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.

LAFS.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

- b. Spell correctly.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

Strand: Language Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Cluster 2: Knowledge of Language

LAFS.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

a. Vary sentence patterns for meaning, reader/listener interest, and style.

b. Maintain consistency in style and tone.

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

Cluster 3: Vocabulary Acquisition and Use

LAFS.6.L.3.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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*).

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

Strand: Language Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
<p>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.</p> <hr/> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Language: Academic and Domain-Specific Words (use a dictionary)—p. 95</p> <hr/> <p>Unit 5 Reading Literature: Craft and Structure Language: Figures of Speech/Connotations (use a dictionary)—p. 147</p> <hr/> <p>Writing Handbook Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306</p> <hr/> <p>Glossary—pp. 331–335</p> <hr/> <p>Unit 3 Reading Informational Text: Key Ideas and Details Language: Academic and Domain-Specific Words (use a dictionary)—p. 95</p> <hr/> <p>Unit 5 Reading Literature: Craft and Structure Language: Figures of Speech/Connotations (use a dictionary)—p. 147</p> <hr/> <p>Writing Handbook Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306</p> <hr/> <p>Glossary—pp. 331–335</p>
<p>LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> <hr/> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <hr/> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.</p> <hr/> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>Unit 5 Reading Literature: Craft and Structure Language: Figures of Speech/Connotations (similes, metaphors, personification)—p. 147</p> <p>SEE ALSO Introducing Unit 5/Home Connect—pp. 113–114 Unit 5 Review—pp. 148–150</p> <hr/> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Language: Word Relationships—p. 243</p> <p>SEE ALSO Introducing Unit 9/Home Connect—pp. 217–218 Unit 9 Review—pp. 244–245</p> <hr/> <p>Unit 5 Reading Literature: Craft and Structure Language: Figures of Speech/Connotations—p. 147</p> <p>SEE ALSO Introducing Unit 5/Home Connect—pp. 113–114 Unit 5 Review—pp. 148–150</p>

Strand: Language Standards

STANDARDS

LAFS.6.L.3.6 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.

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 43

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

Unit 5 Reading Literature: Craft and Structure

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

Language: Figures of Speech/Connotations—p. 147

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

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

Unit 7 Reading Informational Text: Craft and Structure

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

Language: Greek and Latin Roots—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Greek and Latin Affixes—p. 295

Writing Handbook

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