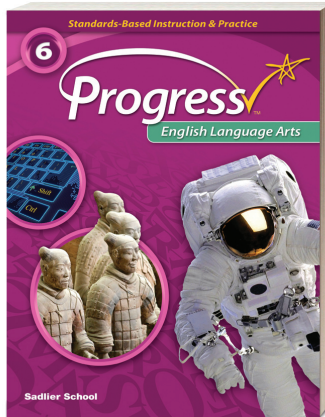


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Pennsylvania

Core Standards for

English Language Arts

Grade 6

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1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

ENGLISH LANGUAGE ARTS STANDARDS

Phonics and Word Recognition

CC.1.1.6.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

CC.1.1.6.E Read with accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.

- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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 1 Reading Literature: Key Ideas and Details

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

Unit 3 Reading Informational Text: Key Ideas and Details

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

Unit 5 Reading Literature: Craft and Structure

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

Unit 7 Reading Informational Text: Craft and Structure

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

(Teacher observation)

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

ENGLISH LANGUAGE ARTS STANDARDS

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 6

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 43

SEE ALSO

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

Unit 1 Review—pp. 44–46

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Main Idea

- CC.1.2.6.A Determine the 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.

Key Ideas and Details: Text Analysis

- CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure: Point of View

- CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Craft and Structure: Text Structure

- CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

SEE ALSO

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

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.6.G 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.

Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.

Integration of Knowledge and Ideas: Analysis Across Texts

- CC.1.2.6.I Examine how two authors present similar information in different types of text.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

SEE ALSO

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use

CC.1.2.6.J 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.

CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 11 Review—pp. 296–298
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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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

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

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

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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

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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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

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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

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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

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

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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Theme

- CC.1.3.6.A 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.

Key Ideas and Details: Text Analysis

- CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

Key Ideas and Details: Literary Elements

- CC.1.3.6.C Describe how a particular story 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.

Craft and Structure: Point of View

- CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text.

Craft and Structure: Text Structure

- CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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
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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

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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
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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

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 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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.

Integration of Knowledge and Ideas

- CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

Vocabulary Acquisition and Use: Strategies

- CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Review—pp. 148–150
Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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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

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Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
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Unit 9 Reading Literature: Integration of Knowledge and Ideas

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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
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Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 43

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Introducing Unit 1/Home Connect—pp. 9–10
Unit 1 Review—pp. 44–46

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use

- CC.1.3.6.J** 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.

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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

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

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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

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Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

- CC.1.3.** Read and comprehend literary fiction on
6.K grade level, reading independently and proficiently.

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

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Introducing Unit 1/Home Connect/Essential Question—
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17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

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

Determining Theme: “My Cousin’s *Quinceañera*” (Realistic
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Describing Plot: “The Man Who Loved to Laugh” (Drama)—
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Inuit Myth)—pp. 36–41

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

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Tortoise”—pp. 39–40

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect/Essential Question—
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Analyzing Text Structure: from *The Iliad*, Retold by Alfred
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Explaining Point of View: “Simorgh: A Retelling of an
Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

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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—
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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory

- CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Informative/Explanatory: Focus

- CC.1.4.6.B Identify and introduce the topic for the intended audience.

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Content

- CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

Informative/Explanatory: Organization

- CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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: 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

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: 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Informative/Explanatory: Style

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Use sentences of varying lengths and complexities.

- Develop and maintain a consistent voice.

- Establish and maintain a formal style.

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 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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Conventions of Language

CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative

CC.1.4.6.G Write arguments to support claims.

Opinion/Argumentative: Focus

CC.1.4.6.H Introduce and state an opinion on a topic.

Opinion/Argumentative: Content

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

Opinion/Argumentative: Organization

CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Punctuation of Nonrestrictive/Paraphetical 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

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

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: Introducing the Topic/Stating the Claim—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: Creating an Organizational Structure/Organizing Relevant Information/ Using Words and Phrases to Clarify Relationships/Providing a Conclusion that Summarizes Reasons and Evidence—pp. 206–209

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative: Style

CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Use sentences of varying lengths and complexities.

- Develop and maintain a consistent voice.

- Establish and maintain a formal style.

Opinion/Argumentative: Conventions of Language

CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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: 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 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

Read a Student Model/Outline an Opinion Piece:

Maintaining a Formal Tone throughout the Piece—pp. 206–209

Language: Consistency in Style and Tone—p. 211

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

Language: Punctuation of Nonrestrictive/Paraphetical 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative

CC.1.4.6.M Write narratives to develop real or imagined experiences or events.

Narrative: Focus

CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

Narrative: Content

CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Narrative: Organization

CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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 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

Narratives

Read a Student Model/Write a Nonfictional Narrative:

Introducing the Topic and the Narrator/Engaging the Reader's Attention—pp. 50, 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:

Creating an Organizational Structure/ Using an Organization in Which the Sequence of Events Unfolds Naturally/Using Transition Words and Phrases to Signal Shifts in Time and Place/Providing a Conclusion that Follows What Came Before—pp. 50–53

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative: Style

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.

- Develop and maintain a consistent voice.

Narrative: Conventions of Language

CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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 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 4 Text Types and Purposes: Write Informative/Explanatory Texts

Language: Conventions of English (voice)—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/Paraphetical 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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Response to Literature

CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Production and Distribution of Writing: Writing Process

CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Technology and Publication

CC.1.4.6.U 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.

Conducting Research

CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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 6 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Credibility, Reliability, and Validity of Sources

CC.1.4.6.W 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.

Range of Writing

CC.1.4.6.X 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS 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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Comprehension and Collaboration: Critical Listening

CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.

Comprehension and Collaboration: Evaluating Information

CC.1.5.6.C 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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 (rules checklist/define individual roles), 110, 162, 214, 258

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips/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

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

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Purpose, Audience, and Task

- CC.1.5.6.D 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.

Presentation of Knowledge and Ideas: Context

- CC.1.5.6.E Adapt speech to a variety of contexts and tasks.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

Language: Variations of English—pp. 106–107

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

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

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas: Multimedia

- CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.

Conventions of Standard English

- CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

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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)

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 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 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