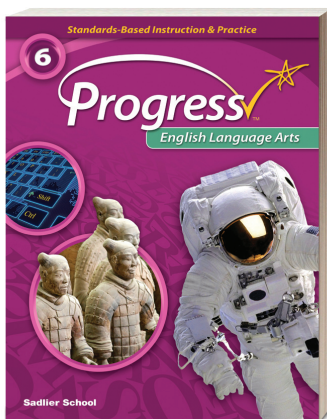


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

South Carolina

College- and Career-Ready

Standards for

English Language Arts

Grade 6

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Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SIX

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 Students are expected to build upon and continue applying previous learning.
- 1.2 Students are expected to build upon and continue applying previous learning.
- 1.3 Students are expected to build upon and continue applying previous learning.
- 1.4 Students are expected to build upon and continue applying previous learning.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 Students are expected to build upon and continue applying previous learning.
- 2.2 Students are expected to build upon and continue applying previous learning.
- 2.3 Students are expected to build upon and continue applying previous learning.
- 2.4 Students are expected to build upon and continue applying previous learning.
- 2.5 Students are expected to build upon and continue applying previous learning.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Students are expected to build upon and continue applying previous learning.
- 3.2 Students are expected to build upon and continue applying previous learning.
- 3.3 Students are expected to build upon and continue applying previous learning.
- 3.4 Students are expected to build upon and continue applying previous learning.
- 3.5 Students are expected to build upon and continue applying previous learning.
- 3.6 Students are expected to build upon and continue applying previous learning.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Students are expected to build upon and continue applying previous learning.
- 4.2 Students are expected to build upon and continue applying previous learning.

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SIX

- 4.3 *Students are expected to build upon and continue applying previous learning.*

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 5.2 *Students are expected to build upon and continue applying previous learning.*

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.
- 7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 1 Reading Literature: Key Ideas and Details

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 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

— continued —

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SIX

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.

Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.
- 9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.

Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.
- 10.2 *Students are expected to build upon and continue applying previous learning.*
- 10.3 *Students are expected to build upon and continue applying previous learning.*
- 10.4 *Students are expected to build upon and continue applying previous learning.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

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

SEE ALSO

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

Unit 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 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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SIX

- 10.5 *Students are expected to build upon and continue applying previous learning.*
- 10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective or purpose shapes content, meaning, and style.

- 11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.

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

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SIX

11.2 *Students are expected to build upon and continue applying previous learning.*

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 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.
- 12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SIX

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

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| 1.1 | Students are expected to build upon and continue applying previous learning. |
| 1.2 | Students are expected to build upon and continue applying previous learning. |
| 1.3 | Students are expected to build upon and continue applying previous learning. |
| 1.4 | Students are expected to build upon and continue applying previous learning. |

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

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|-----|--|
| 2.1 | Students are expected to build upon and continue applying previous learning. |
| 2.2 | Students are expected to build upon and continue applying previous learning. |
| 2.3 | Students are expected to build upon and continue applying previous learning. |
| 2.4 | Students are expected to build upon and continue applying previous learning. |
| 2.5 | Students are expected to build upon and continue applying previous learning. |

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- | | |
|-----|--|
| 3.1 | Students are expected to build upon and continue applying previous learning. |
| 3.2 | Students are expected to build upon and continue applying previous learning. |
| 3.3 | Students are expected to build upon and continue applying previous learning. |
| 3.4 | Students are expected to build upon and continue applying previous learning. |
| 3.5 | Students are expected to build upon and continue applying previous learning. |
| 3.6 | Students are expected to build upon and continue applying previous learning. |

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- | | |
|-----|---|
| 4.1 | Read grade-level text with purpose and understanding. |
|-----|---|

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62

— continued —

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SIX

4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

*See content cited above for grade-level prose.

Unit 1 Reading Literature: Key Ideas and Details Language: Context Clues—p. 43

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SIX

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 5.2 *Students are expected to build upon and continue applying previous learning.*

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

SEE ALSO

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

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

SEE ALSO

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

Unit 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
Peraibformance Task—Online

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SIX

Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.

8.2 Identify text features and structures that support an author’s ideas or claim.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.

9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

Unit 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

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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SIX	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
9.3 <i>Students are expected to build upon and continue applying previous learning.</i>	
9.4 <i>Students are expected to build upon and continue applying previous learning.</i>	
9.5 <i>Students are expected to build upon and continue applying previous learning.</i>	
Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.	
10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)—pp. 280–287 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Identify text features and structures that support an author’s idea or claim.	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
11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	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
Range and Complexity (RC)	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SIX

- 12.2 Read independently for sustained periods of time.
-
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
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SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 6

- Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.
-
- Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.
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Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Write arguments that:

- a. introduce a focused claim and organize reasons and evidence clearly;
- b. use information from multiple print and multimedia sources;
- c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;
- d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

SEE ALSO

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

SEE ALSO

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Creating an Organizational Structure/Introducing the Topic/Stating the Claim/ Organizing Relevant Information—pp. 206–209

Writing Handbook

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

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 8 Text Types and Purposes: Write Opinion Pieces

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

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

SEE ALSO

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Using Words and Phrases to Clarify Relationships—pp. 207–209

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 (W)

STANDARDS AND INDICATORS, GRADE SIX

- f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;

- g. establish and maintain a formal style; and

- h. provide a conclusion that follows from and supports the argument.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Write informative/explanatory texts that:

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Maintaining a Formal Tone throughout the Piece—pp. 206–209

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Providing a Conclusion that Summarizes Reasons and Evidence—pp. 208–209

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

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

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

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

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

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 154–157

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

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

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

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254

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

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

- a. introduce a focused topic;

- b. use relevant information from multiple print and multimedia sources;

- c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;

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: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

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

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

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

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

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

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

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

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

-
- d. use credible sources;
-
- e. include formatting, graphics, and multimedia to aid comprehension;
-
- f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
-
- g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
-
- h. paraphrase, quote, and summarize to avoid plagiarism;
-

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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 10 Research to Build and Present Knowledge: Write Research Reports

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

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 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

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

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—pp. 250–254

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

- i. follow a standard format for citation;

- j. use appropriate transitions to clarify the relationships among ideas and concepts;

- k. use precise language and domain-specific vocabulary to inform or explain the topic;

- l. establish and maintain a style and tone authentic to the purpose; and

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

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

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

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

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

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

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

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

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

Read a Student Model/Outline an Evidence-Based Essay: Using Precise Language and Domain-Specific Vocabulary—pp. 154–157

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

Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary—p. 254

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

Read a Student Model/Outline an Informative/Explanatory Essay: Using a Formal Style—pp. 103, 105

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

Read a Student Model/Outline an Evidence-Based Essay: Maintaining a Formal Style—p. 157

Unit 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 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

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

- m. provide a concluding statement or section that follows the information or explanation presented.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
- a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;
- b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;

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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

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

SEE ALSO

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

Performance Task 1

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

Performance Task 2

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the Topic and the Narrator/Engaging the Reader's Attention/Using an Organization in Which the Sequence of Events Unfolds Naturally—pp. 50–51, 53

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

- c. organize an event sequence that unfolds naturally and logically;

- d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;

- e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;

- f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

- g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and

- h. provide a conclusion that follows from and reflects on the narrated experiences or events.

Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 When writing:
 - a. ensure that subjective, objective, and possessive pronouns are in the proper case;

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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

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Using Precise Words and Descriptive Details to Make Experiences Come Alive—pp. 50–51, 53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Providing a Conclusion that Follows What Came Before—pp. 52–53

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

- b. use intensive pronouns;

- c. recognize and use appropriate continuity and shifts in pronoun number and person;

- d. recognize and correct pronouns with unclear or ambiguous antecedents;

- e. recognize variations from standard English in one's own and others' writing; and

- f. identify and use strategies to improve expression in conventional language.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 *Students are expected to build upon and continue applying previous learning.*

5.2 Use:

- a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Intensive Pronouns—p. 58

SEE ALSO

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

Unit 2 Review—pp. 59–60

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

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

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

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

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

Language: Vague Pronouns—pp. 160–161

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

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

Language: Variations of English—pp. 106–107

Language: Conventions of English—pp. 108–109

SEE ALSO

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

Unit 4 Review—pp. 111–112

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

- b. semicolons to connect main clauses and colons to introduce a list or quotation.

5.3 *Students are expected to build upon and continue applying previous learning.*

5.4 *Students are expected to build upon and continue applying previous learning.*

5.5 *Students are expected to build upon and continue applying previous learning.*

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

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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

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

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

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

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

Read a Student Model/Outline an Informative/Explanatory

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

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

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

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

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

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SIX

6.2	<i>Students are expected to build upon and continue applying previous learning.</i>
6.3	<i>Students are expected to build upon and continue applying previous learning.</i>
6.4	<i>Students are expected to build upon and continue applying previous learning.</i>
6.5	<i>Students are expected to build upon and continue applying previous learning.</i>

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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.

Communication (C)

STANDARDS AND INDICATORS, GRADE SIX

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.
-
- 1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
-
- 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
-
- 1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.

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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, 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 (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

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

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

Connect Across Texts: Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

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

Writing Handbook

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

Communication (C)

STANDARDS AND INDICATORS, GRADE SIX	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6
1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.	<i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
1.6 <i>This indicator does not begin until English 1.</i>	Speaking and Listening: Discuss the Essential Question—pp. 58 (<i>Did I?: Present relevant claims and other ideas in a logical manner?</i>), 110, 162, 214, 258
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	Speaking and Listening: Discuss the Essential Question—pp. 58, 110, 162, 214, 258
2.2 Distinguish between credible and non-credible sources of information.	Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Taking Notes/Citing Credible and Reliable Sources—pp. 250–254
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	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—pp. 250–254
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.	Speaking and Listening: Discuss the Essential Question—pp. 58 (<i>Did I?: Use formal English when appropriate?</i>), 110, 162, 214, 258
3.1 Analyze the impact of selected media and formats on meaning.	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
3.2 Utilize multimedia to enrich presentations.	<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)

Communication (C)

STANDARDS AND INDICATORS, GRADE SIX

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

- 4.1 Determine the effectiveness of a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
- 4.3 Determine how the speaker:
- articulates a clear message;
 - monitors audience awareness;
 - addresses possible misconceptions or objections;
 - chooses appropriate media; and
 - uses an appropriate style for the audience.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

- 5.1 Consider audience when selecting presentation types.
- 5.2 Select and integrate craft techniques to impact audience.
- 5.3 *This indicator does not begin until English 1.*

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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, 110, 162, 214, 258

Writing Handbook

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

Writing Handbook

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