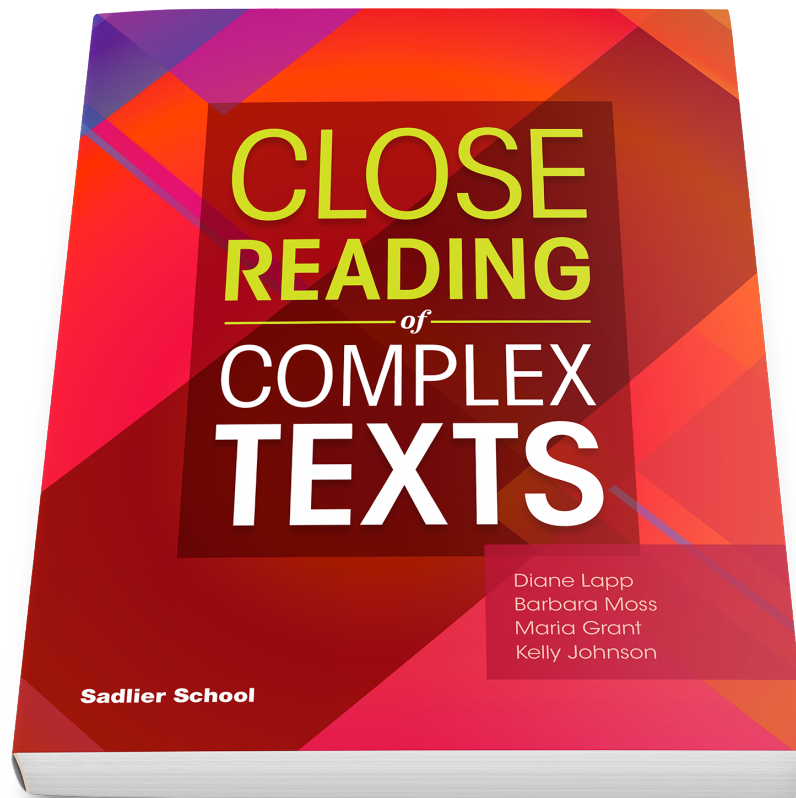


Close Reading of Complex Texts

Correlation to the Common Core State Standards for
English Language Arts

Grade 6



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READING: LITERATURE

Grade 6 ELA Standards

Close Reading of Complex Texts, Grade 6

Key Ideas and Details

CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EDITION

Annotating a Text

- 1st Read (mark text/write notes/determine what the text is about), p. 9

Self-Monitoring Strategies

- Ask yourself questions/Draw conclusions/Reread to clarify, p. 10

Annotation Notes: Literature Selections

- 1st Read (key ideas and details/identify textual evidence)/3rd Read (analyze meaning), pp. 25–26, 111–113, 187–188

TEACHER'S EDITION

Annotating a Text

- 1st Read (determine what the text is about), TE p. 9
- 3rd Read (look for meaning by making inferences), TE p. 9

1st Read: Literature Selections

- Text-Dependent Questions/Partner Talk (gain general understanding), TE pp. 25, 111, 187

3rd Read: Literature Selections

- Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 26, 113, 188

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Drawing Conclusions, TE pp. 54–55
- Productive Conversation: Examples (to support conclusion or inference), TE pp. 60–61
- Self-Monitoring Strategies: Reread to Clarify, TE pp. 116–117
- Self-Monitoring Strategies: Reread to Clarify, TE pp. 148–149
- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 178–179

CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STUDENT EDITION

Annotating a Text

- 3rd Read (theme/author's purpose/central message), p. 9

Self-Monitoring Strategies

- Draw conclusions (based on details in the text), p. 10

Summarizing

- Summary Chart, p. 11

continued

READING: LITERATURE	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
	<p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • 3rd Read (theme of the text), pp. 25–26, 111–113, 187–188 <p>TEACHER’S EDITION</p> <p>3rd Read: Literature Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 26, 113, 18 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: Graphic Organizers, TE pp. 46–47 • Differentiation: Scaffolding with Graphic Organizers (main idea flow charts), TE pp. 68–69 • Intertextual Analysis: Analyzing vs. Summarizing (messages of a text), pp. 72–73 • Intertextual Analysis: Comparing and Contrasting Themes (compare messages), pp. 128–129
<p>CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>STUDENT EDITION</p> <p>Reading Closely</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details (Key ideas/major points?/Who are the characters?/What happens?), p. 6 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (visualize characters, events), p. 10 <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart (Characters/Conflict/Plot Points), p. 11 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • 1st Read (key ideas and details/identify textual evidence), pp. 25–26, 111–113, 187–188 • 3rd Read (analyze meaning), pp. 25–26, 111–113, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check, p. 114
Craft and Structure	
<p>CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • 2nd Read: Language and Text Structure, pp. 9, 25, 26, 111, 112, 113, 187, 188 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
	<p>TEACHER'S EDITION 2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (author's word choices/descriptive language), TE pp. 26, 112, 188 <p>Vocabulary</p> <ul style="list-style-type: none"> Figurative Language, TE pp. 17, 22, 40, 76, 178, 187 Multiple-Meaning Words, TE pp. 33, 42, 52, 70, 87, 95, 112, 125, 141, 142, 147, 182 Meaning from Context, TE p. 57 Popular Speech, TE p. 61 Denotation and Connotation, TE pp. 75, 160, 161, 169 Colloquialisms, TE p. 89 Idioms, TE p. 97 Words in Context, TE pp. 129, 131 Related Words, TE p. 165 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures, TE pp. 166–167 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 186–187
<p>CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>STUDENT EDITION Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 9, 25, 26, 111, 112, 113, 187, 188 <p>TEACHER'S EDITION 2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (comparing stanzas/effect of dialogue at the end of a paragraph), TE pp. 26, 112, 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, pp. 186–187 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures, pp. 166–167
<p>CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>STUDENT EDITION Return to the Text: The First Men in the Moon</p> <ul style="list-style-type: none"> Comprehension Check (narrator's point of view), p. 114 <p>TEACHER'S EDITION 1st Read: The First Men in the Moon</p> <ul style="list-style-type: none"> Text-Dependent Questions (narrator's point of view), TE p. 111 <p style="text-align: right;"><i>continued</i></p>

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READING: LITERATURE	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
	<p>2nd Read: The First Men in the Moon</p> <ul style="list-style-type: none"> Scaffolded Support (infer from narrator’s descriptions), TE p. 112 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment (use a different point of view), TE pp. 28–29 Collaborate: Purposeful Partner Talk (different point of view), TE pp. 144–145 Intertextual Analysis: Comparing and Contrasting Authors’ Perspectives, TE pp. 184–185
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> Illustrations, pp. 25, 111, 187 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 140–141 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 152–153 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 158–159
<p>CCSS.ELA-LITERACY.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><i>See related content</i></p> <p>STUDENT EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (make connections between different genres), pp. 28, 118, 190
Range of Reading and Level of Text Complexity	
<p>CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> Poem: The Things That Haven’t Been Done Before, pp. 25–27 Science Fiction Novel: The First Men in the Moon, pp. 111–114 Poem: When Dawn Comes to the City, pp. 187–189 <p>TEACHER’S EDITION Text Complexity</p> <ul style="list-style-type: none"> Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 13, 103, 175 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE

Grade 6 ELA Standards

Close Reading of Complex Texts, Grade 6

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6-7
- Text Complexity: Reader and Task Factors, TE pp. 38-39
- Text Complexity: How to Manage Challenges, TE pp. 132-133
- Text Complexity: High-Knowledge Demands, TE pp. 142-143
- Text Complexity: Quantitative vs. Qualitative Features, TE pp. 170-171

READING: INFORMATIONAL TEXT

Grade 6 ELA Standards

Close Reading of Complex Texts, Grade 6

Key Ideas and Details

CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details, p. 6

Annotating a Text

- Mark text, write notes/questions, use annotation symbols, pp. 8-9

Self-Monitoring Strategies

- Ask yourself questions/Reread to clarify, p. 10

Annotation Notes: Informational Text Selections

- 1st Read: Key Ideas and Details/3rd Read: Connections and Inference (write notes next to text), pp. 15-17, 21-23, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185

Return to the Text: Informational Text Selections

- Comprehension Check (answer questions about the text), pp. 20, 24, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186

TEACHER'S EDITION

1st Read: Informational Text Selections

- Text-Dependent Questions/Partner Talk (key ideas and details/identify textual evidence), TE pp. 15, 21, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183

continued

READING: INFORMATIONAL TEXT	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
	<p>3rd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (making inferences), pp. 17, 23, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text-Dependent Questions, pp. 34–35 Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36–37
<p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>STUDENT EDITION</p> <p>Annotating a Text</p> <ul style="list-style-type: none"> 3rd Read (theme/author's purpose/central message), p. 9 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Draw conclusions (based on details in the text), p. 10 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart, p. 11 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details/3rd Read: Connections and Inferences, pp. 15–17, 21–23, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185 <p>Return to the Text</p> <ul style="list-style-type: none"> Summary Chart, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 72–73
<p>CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>STUDENT EDITION</p> <p>Informational Text Selections</p> <ul style="list-style-type: none"> Narrative Nonfiction: The Great Galveston Disaster, pp. 57–60 Journal Excerpt: Tutankhamun: Anatomy of an Excavation, pp. 69–74 Press Release: Evidence of One of the Oldest Human Occupations, pp. 79–81 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT

Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
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	<p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details, pp. 15-17, 21-23, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Productive Conversation: Examples, TE pp. 60-61
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Craft and Structure

<p>CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 15-17, 33-35, 51-53, 69-71, 87-89, 105-107, 123-125, 141-143, 159-161, 177-179, 21-23, 39-41, 57-59, 75-77, 93-95, 129-131, 147-149, 165-167, 183-185, 43-44, 61-62, 79-80, 97-98, 115-116, 133-134, 151-152, 169-170 <p>TEACHER'S EDITION</p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/contextual meanings of words), TE pp. 22, 27, 40, 44, 58, 62, 76, 94, 98, 112, 130, 134, 148, 152, 166, 170, 184, 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Academic Language: ELL, TE pp. 22-23 Academic Language: Conversation, TE pp. 42-43 Academic Language: Language Frames, TE pp. 60-61 Academic Language: Language Frames, TE pp. 76-77 Scaffolding: Sentence Frames, TE pp. 124-125 Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 128-129 Text Complexity: High-Knowledge Demands (domain-specific language), TE p. 160 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 166-167
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<p>CCSS.ELA-LITERACY.RI.6.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 15-17, 33-35, 51-53, 69-71, 87-89, 105-107, 123-125, 141-143, 159-161, 177-179, 21-23, 39-41, 57-59, 75-77, 93-95, 129-131, 147-149, 165-167, 183-185, 43-44, 61-62, 79-80, 97-98, 115-116, 133-134, 151-152, 169-170 <p style="text-align: right;"><i>continued</i></p>
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READING: INFORMATIONAL TEXT	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
	<p>TEACHER'S EDITION 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (text structure), TE pp. 16, 22, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 166-167 <p>STUDENT EDITION Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 15-17, 33-35, 51-53, 69-71, 87-89, 105-107, 123-125, 141-143, 159-161, 177-179, 21-23, 39-41, 57-59, 75-77, 93-95, 129-131, 147-149, 165-167, 183-185, 43-44, 61-62, 79-80, 97-98, 115-116, 133-134, 151-152, 169-170 <p>TEACHER'S EDITION 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (text structure), TE pp. 16, 22, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 166-167
<p>CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>STUDENT EDITION Return to the Text</p> <ul style="list-style-type: none"> Blog Post: The Apollo 11 Mission: 45 Years Later (determine author's point of view), pp. 115-117 <p>TEACHER'S EDITION 3rd Read: Informational Text Selection</p> <ul style="list-style-type: none"> Explanatory Text: Symbols of the United States (determine author's point of view), pp. 147-150 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment (present information from a different point of view), TE pp. 28-29 Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 82-83 Collaboration: Purposeful Partner Talk (understand text from a different point of view), TE pp. 144-145 Intertextual Analysis: Compare and Contrast Authors' Perspectives (author's point of view), TE pp. 184-185

READING: INFORMATIONAL TEXT

Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
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Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STUDENT EDITION

Reading a Visual Text

- Steam cleaning following the Exxon Valdez oil spill on a remote beach, p. 12

Visual Texts

- Photograph: Disabled Teen Girl Bike Racing, pp. 14-15
- Photograph: Opening Ceremonies, pp. 32-33
- Weather Map: Long-Range Forecast for Spring, 2016, pp. 50-51
- Photograph: Archaeological dig in Greece, pp. 68-69
- Photograph: Cincinnati—Suffragists, pp. 86-87
- Photograph: Man Stargazing in Desert, pp. 104-105
- Photograph: Northwest Clear-Cut, pp. 122-123
- Photograph: The Great Seal of the United States of America, pp. 140-141
- Photograph: Brass Band, pp. 158-159
- Wood Engraving: Homes of the Poor, pp. 176-177

Informational Text Selections

- Illustrations/diagrams, pp. 16, 22, 23, 34, 40, 52, 58, 59, 62, 70, 75, 77, 79, 94, 97, 106, 123, 129, 130, 131, 148, 149, 152, 160

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Visual Text, TE pp. 12-13
- Visual Text: ELL, TE pp. 32-33
- Visual Text: Visual Learners, TE pp. 86-87
- Visual Text: ELL, TE pp. 122-123
- Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 140-141

CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

STUDENT EDITION

2nd Read: Informational Text Selections

- Language and Text Structure (how is text organized?), p. 7

Return to the Text: Respond to Reading

- Alaskan Animal Adaptations (text structure: compare and contrast), p. 26
- On Frogless Pond (text structure: cause and effect), p. 58

continued

READING: INFORMATIONAL TEXT	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
	<p>TEACHER'S EDITION</p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions (cause and effect text structure), TE p. 84 Text-Dependent Questions (chronological order), TE p. 121 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategy: Visualize (understand action sequences), TE p. 20
<p>CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 128-129 Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 80-81
<p>Range of Reading and Level of Text Complexity</p>	
<p>CSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>STUDENT EDITION</p> <p>Literary Nonfiction Text Selections</p> <ul style="list-style-type: none"> Biography: The Life and Times of Frederick Douglass, pp. 6, 8 Biography: A Brief Biography of Thomas Edison, pp. 15-20 Travel Narrative: Sailing Alone Around the World, pp. 21-24 Narrative Nonfiction: The Olympic Games at Athens, pp. 33-38 Speech: Celebrating the 75th Anniversary of the 1932 Winter Olympic Games in Lake Placid, New York, pp. 39-42 Remarks: Secretary-General Welcomes First-Ever Refugee Team Initiative for Raising Awareness of Critical Issues, pp. 43-45 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT

Grade 6 ELA Standards

Close Reading of Complex Texts, Grade 6

- Explanatory Text: What Are Hurricanes?, pp. 51-56
- Narrative Nonfiction: The Great Galveston Disaster, pp. 57-60
- Web Article: The Link Between Climate Change and Extreme Weather, pp. 61-63
- Journal Excerpt: Tutankhamun: Anatomy of an Excavation, pp. 69-74
- Argumentative Essay: Protecting Archaeological Resources, pp. 75-78
- Press Release: Evidence of One of the Oldest Human Occupations, pp. 79-81
- Speech: Discourse on Woman, pp. 87-92
- Profile: She Was a Computer When Computers Wore Skirts, pp. 93-96
- Speech: Ain't I A Woman?, pp. 97-99
- Explanatory Text: Why We Explore, pp. 105-110
- Blog Post: The Apollo 11 Mission: 45 Years Later, pp. 115-117
- Speech: The Evolution of the Conservation Movement, pp. 123-128
- Essay: American Forests, pp. 129-132
- Press Release: Evidence of One of the Oldes
- Declaration: World Charter for Nature, pp. 133-135
- Web Article: Bald Eagles Rescued, pp. 151-153
- Web Article: Hip-Hop Music—An Outlet for Self-Expression, pp. 159-164
- Web Article: Music Inspired Courage During Civil Rights Era, pp. 165-168
- Blog: Remembering Mahalia Jackson, pp. 169-171
- Narrative Nonfiction: How the Other Half Lives, pp. 177-182
- Newspaper Article: Nellie Bly Among the Starving, pp. 183-186

TEACHER'S EDITION

Text Complexity

- Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6-7
- Text Complexity: How to Manage Challenges, TE pp. 16-17
- Text Complexity: High-Knowledge Demands, TE pp. 104-105

WRITING	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
Text Types and Purposes	
<p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Debate an Issue (create pro/con teams, evaluate arguments), TE pp. 119, 137, 155, 191 <p><i>See also related content</i></p> <p><u>STUDENT EDITION</u> Informational Text Selection</p> <ul style="list-style-type: none"> Speech: Discourse on Woman (argument for women's equality and rights), pp. 87–92 Speech: Ain't I A Woman?, pp. 97–99 Speech: The Evolution of the Conservation Movement (arguments for conservation), pp. 123–128
<p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> Writing About the Focus Question: Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (write editorial explaining how different kinds of music reflect historical eras), TE p. 173 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 28–29
<p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (imagined experiences/assumed roles/journal entries/letter/story), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 191 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 28–29
Production and Distribution of Writing	
<p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> Writing About the Focus Question: Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191

WRITING	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
CCSS.ELA-LITERACY.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	<p>STUDENT EDITION Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Text Monitor/ Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192
CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation (using a computer), TE pp. 64–65 • Self-Monitoring Strategy: Visualize (use images from the Internet), TE pp. 92–93
Research to Build and Present Knowledge	
CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173
CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p>STUDENT EDITION Annotating a Text</p> <ul style="list-style-type: none"> • Annotations/Annotation Notes: The Life and Times of Frederick Douglass/Oliver Twist (read and annotate with purpose/markings text and questions while you read/making notes/sample annotations), pp. 8–9 <p>Annotation Notes</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details/2nd Read: Language and Text Structure/3rd Read: Connections and Inference (write notes next to text), pp. 20, 21, 22, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, <p style="text-align: right;"><i>continued</i></p>

WRITING	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
	<p>143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188</p> <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart, p. 11 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Summary Chart, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Questions: Graphic organizer, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Annotations, pp. 8–9 • Annotations: Key Words and Phrases, pp. 14–15 • Annotations: Important or Surprising Information, pp. 42–43 • Differentiation: Graphic Organizers, pp. 46–47 • Annotations: Confusions, pp. 52–53 • Annotations: Avoiding Over-Annotating, pp. 58–59 • Differentiation: Scaffolding with Graphic Organizers, pp. 68–69 • Annotations: Key Words or Phrases, pp. 94–95 • Teacher Observation: Guide to Note-Taking for Teachers, pp. 96–97 • Annotations, pp. 98–99 • Teacher Observation: Student Annotations, pp. 112–113 • Annotations: Avoiding Over-Annotating, pp. 114–115 • Annotations: Annotation Notes, pp. 130–131 • Differentiation: Multiple Graphic Organizers, pp. 154–155 • Annotations: Annotation Notes, pp. 162–163 • Think Aloud Modeling: Annotating, pp. 168–169 • Annotations: Connections, pp. 182–183

WRITING	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
<p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>CCSS.ELA-LITERACY.W.6.9.A Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p><u>STUDENT EDITION</u> Literature Selections</p> <ul style="list-style-type: none"> • Novel: <i>Oliver Twist</i>, p. 9 • Poem: <i>The Things That Haven’t Been Done Before</i>, pp. 25–27 • Science Fiction Novel: <i>The First Men in the Moon</i>, pp. 111–114 • Poem: <i>When Dawn Comes to the City</i>, pp. 187–189
<p>CCSS.ELA-LITERACY.W.6.9.B Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><u>STUDENT EDITION</u> Literary Nonfiction Selections</p> <ul style="list-style-type: none"> • Biography: <i>A Brief Biography of Thomas Edison</i>, pp. 15–20 • Travel Narrative: <i>Sailing Alone Around the World</i>, pp. 21–24 • Narrative Nonfiction: <i>The Olympic Games at Athens</i>, pp. 33–38 • Speech: <i>Celebrating the 75th Anniversary of the 1932 Winter Olympic Games in Lake Placid, New York</i>, pp. 39–42 • Remarks: <i>Secretary-General Welcomes First-Ever Refugee Team Initiative for Raising Awareness of Critical Issues</i>, pp. 43–45 • Explanatory Text: <i>What Are Hurricanes?</i>, pp. 51–56 • Narrative Nonfiction: <i>The Great Galveston Disaster</i>, pp. 57–60 • Journal Excerpt: <i>Tutankhamun: Anatomy of an Excavation</i>, pp. 69–74 • Speech: <i>Discourse on Woman</i>, pp. 87–92 • Profile: <i>She Was a Computer When Computers Wore Skirts</i>, pp. 93–96 • Speech: <i>Ain’t I A Woman?</i>, pp. 97–99 • Explanatory Text: <i>Why We Explore</i>, pp. 105–110 • Blog Post: <i>The Apollo 11 Mission: 45 Years Later</i>, pp. 115–117 • Speech: <i>The Evolution of the Conservation Movement</i>, pp. 123–128 • Essay: <i>American Forests</i>, pp. 129–132 • Explanatory Text: <i>Symbols of the United States</i>, pp. 147–150 • Web Article: <i>Bald Eagles Rescued</i>, pp. 151–153 • Web Article: <i>Hip-Hop Music—An Outlet for Self-Expression</i>, pp. 159–164 • Web Article: <i>Music Inspired Courage During Civil Rights Era</i>, pp. 165–168 • Blog: <i>Remembering Mahalia Jackson</i>, pp. 169–171 • Narrative Nonfiction: <i>How the Other Half Lives</i>, pp. 177–182 • Newspaper Article: <i>Nellie Bly Among the Starving</i>, pp. 183–186

WRITING

Grade 6 ELA Standards

Close Reading of Complex Texts, Grade 6

Range of Writing

CCSS.ELA-LITERACY.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STUDENT EDITION

Annotation Notes

- 1st Read: Key Ideas and Details/2nd Read: Language and Text Structure/3rd Read: Connections and Inference (write notes next to text), pp. 20, 21, 22, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188

Return to the Text

- Respond to Reading (complete Summary Chart and answer questions after each Text 1), pp. 18–19, 36–37, 54–55, 72–73, 90–91, 108–109, 126–127, 144–145, 162–163, 180–181
- Comprehension Check (answer questions after each reading selection), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189

Analyze and Synthesize Across Texts

- Return to the Focus Question: Connect Texts/ Reflect (record details in graphic organizer/answer questions), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190

Write

- Writing About the Focus Question: Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191

TEACHER'S EDITION

Differentiate and Extend

- Write Beyond, TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Differentiation: End-of-Unit Writing Assignment, TE pp. 28–29

SPEAKING & LISTENING

Grade 6 ELA Standards

Close Reading of Complex Texts, Grade 6

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

TEACHER’S EDITION

Partner Talk

- TE pp. 15, 16, 17, 21, 22, 23, 25, 26, 33, 34, 35, 39, 40, 41, 43, 44, 44, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188

Return to the Text: Respond to Reading

- Collaborate (review and discuss partners’ summaries), TE pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180

TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT

- Collaboration: Small Groups, TE pp. 18-19
- Classroom Management: Discussions, TE pp. 20-21
- Productive Conversation: Revoicing Students’ Responses, TE pp. 24-25
- Classroom Management: Partner Work, TE pp. 36-37
- Productive Conversation: Providing Appropriate Wait Time, TE pp. 44-45
- Think-Aloud Modeling: Conversation, TE pp. 50-51
- Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 56-57
- Productive Conversation: Examples, TE pp. 60-61
- Productive Conversation: Revoicing and Restating, TE pp. 70-71
- Productive Conversation: Adding On, TE pp. 78-79
- Collaboration: Whole Class, TE pp. 100-101
- Collaboration: Working with Partners, TE pp. 108-109
- Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 118-119
- Productive Conversation: Clear Up Confusions, TE pp. 124-125
- Productive Conversation: Extending, TE pp. 126-127
- Productive Conversation: Reasoning, TE pp. 134-135
- Collaborate: Purposeful Partner Talk, TE pp. 144-145
- Productive Conversation: Providing Appropriate Wait Time, TE pp. 150-151
- Productive Conversation: Clear Up Confusions, TE pp. 160-161
- Productive Conversation: Clear Up Confusion, TE pp. 176-177
- Collaboration: Small Group, TE pp. 180-181
- Collaboration: Whole Class Collaboration, TE pp. 188-189

SPEAKING & LISTENING

Grade 6 ELA Standards	<i>Close Reading of Complex Texts, Grade 6</i>
<p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>STUDENT EDITION Visual Text Selections</p> <ul style="list-style-type: none"> • Photograph: Disabled Teen Girl Bike Racing, pp. 14–15 • Photograph: Opening Ceremonies, pp. 32–33 • Weather Map: Long-Range Forecast for Spring, 2016, pp. 50–51 • Photograph: Archaeological dig in Greece, pp. 68–69 • Photograph: Cincinnati—Suffragists, pp. 86–87 • Photograph: Man Stargazing in Desert, pp. 104–105 • Photograph: Northwest Clear-Cut, pp. 122–123 • Photograph: The Great Seal of the United States of America, pp. 140–141 • Photograph: Brass Band, pp. 158–159 • Wood Engraving: Homes of the Poor, pp. 176–177 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text, TE pp. 12–13 • Visual Text: ELL, TE pp. 32–33 • Visual Text: Visual Learners, TE pp. 86–87 • Visual Text: ELL, TE pp. 122–123
<p>CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>STUDENT EDITION Text Selections</p> <ul style="list-style-type: none"> • Argumentative Essay: Protecting Archaeological Resources (analyze author's argument), pp. 75–78 • Speech: The Evolution of the Conservation Movement (analyze author's argument), pp. 123–128 • Narrative Nonfiction: How the Other Half Lives (analyze author's argument), pp. 177–182 <p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Debate an Issue, TE pp. 119, 137, 155, 191 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Productive Conversation: Examples, TE pp. 60–61 • Productive Conversation: Reasoning, TE pp. 134–135

SPEAKING & LISTENING

Grade 6 ELA Standards

Close Reading of Complex Texts, Grade 6

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

TEACHER'S EDITION
Differentiate and Extend

- Research (make a presentation to the class), TE p. 109

CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

TEACHER'S EDITION
Differentiate and Extend

- Create a Visual Text, TE pp. 47, 65, 83, 101, 155

See also related content

STUDENT EDITION

Unit 9 Focus Question

- How can music be a form of self-expression?, p. 157

Informational Text Selections

- Web Article: Hip-Hop Music—An Outlet for Self-Expression, pp. 159-164
- Web Article: Music Inspired Courage During Civil Rights Era, pp. 165-168
- Blog: Remembering Mahalia Jackson, pp. 169-171

Visual Text Selections

- Photograph: Disabled Teen Girl Bike Racing, pp. 14-15
- Photograph: Opening Ceremonies, pp. 32-33
- Weather Map: Long-Range Forecast for Spring, 2016, pp. 50-51
- Photograph: Archaeological dig in Greece, pp. 68-69
- Photograph: Cincinnati—Suffragists, pp. 86-87
- Photograph: Man Stargazing in Desert, pp. 104-105
- Photograph: Northwest Clear-Cut, pp. 122-123
- Photograph: The Great Seal of the United States of America, pp. 140-141
- Photograph: Brass Band, pp. 158-159
- Wood Engraving: Homes of the Poor, pp. 176-177

CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

TEACHER'S EDITION
Vocabulary

- Popular Speech, TE p. 61
- Colloquialisms, TE p. 89

continued

SPEAKING & LISTENING

Grade 6 ELA Standards	<i>Close Reading of Complex Texts, Grade 6</i>
	<p>See also related content</p> <p>STUDENT EDITION Informational Text Selections</p> <ul style="list-style-type: none"> • Speech: Celebrating the 75th Anniversary of the 1932 Winter Olympic Games in Lake Placid, New York, pp. 39–42 • Speech: Discourse on Woman, pp. 87–92 • Speech: Ain't I A Woman?, pp. 97–99 • Speech: The Evolution of the Conservation Movement, pp. 123–128

LANGUAGE

Grade 6 ELA Standards	<i>Close Reading of Complex Texts, Grade 6</i>
Vocabulary Acquisition and Use	
<p>CCSS.ELA-LITERACY.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	
<p>CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Figurative Language (contextual meanings of a familiar word), TE pp. 17, 33 • Multiple-Meaning Words (contextual meanings of familiar words and phrases), TE pp. 43, 53, 70, 87, 95, 112, 125, 141, 147, 183 • Meaning from Context, TE p. 57 • Denotation and Connotation (contextual meanings of a familiar word), TE pp. 75, 76, 142 • Word Parts (contextual meanings of multi-syllabic words), TE p. 106 • Words in Context, TE pp. 129, 131
<p>CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Word Parts, TE p. 106 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Academic Language (Latin-based roots and word parts): ELL, TE pp. 90–91

LANGUAGE	
Grade 6 ELA Standards	Close Reading of Complex Texts, Grade 6
CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context.	<p><u>TEACHER'S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> Figurative Language, TE pp. 17, 22, 40, 76, 178, 187 Popular Speech, TE p. 61 Colloquialisms, TE p. 89 Idioms, TE p. 97
CCSS.ELA-LITERACY.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<p><u>TEACHER'S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> Related Words, TE p. 165
CCSS.ELA-LITERACY.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	<p><u>TEACHER'S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> Denotation and Connotation, TE pp. 75, 160, 161, 169
CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><u>STUDENT EDITION</u> Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read (analyze use of language/identify and define academic terms/gather vocabulary knowledge), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-1888 <p><u>TEACHER'S EDITION</u> 2nd Read: Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/gather vocabulary knowledge), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Connect Texts: Scaffolded Support (academic language), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 6 ELA Standards	<i>Close Reading of Complex Texts, Grade 6</i>
	<p>Vocabulary</p> <ul style="list-style-type: none"> • TE pp. 33, 42, 52, 57, 61, 70, 87, 95, 97, 106, 112, 125, 129, 131, 141, 142, 147, 165, 182 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Academic Language: Conversation, TE pp. 16-17 • Productive Conversation: Revoicing Students' Responses (using academic language), TE pp. 24-25 • Text Complexity: Reader and Task Factors (domain-specific language), TE pp. 38-39 • Academic Language, TE pp. 40-41 • Productive Conversation: Revoicing and Restating (using academic language), TE pp. 70-71 • Academic Language: Language Frames, TE pp. 74-75 • Academic Language: ELL, TE pp. 90-91 • Text Complexity: High-Knowledge Demands (domain-specific language), TE pp. 142-143 • Collaborate: Purposeful Partner Talk (using academic language), TE pp. 144-145 • Academic Language: Conversation, TE pp. 172-173