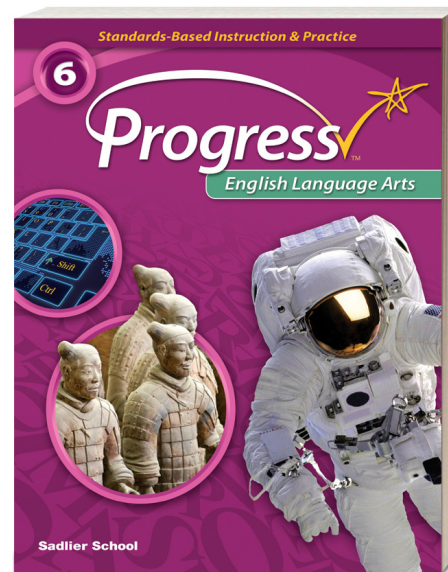


Standards-Based Instruction & Practice

Progress English Language Arts

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 6

Grade 6



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| Unit 1 Reading Literature: Key Ideas and Details | | |
| <ul style="list-style-type: none"> Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/”The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> | <p>ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <ul style="list-style-type: none"> Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.2 determine a theme and/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</p> | <p>ELAGSE6RL2 Determine a theme and/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.</p> |
| <ul style="list-style-type: none"> Describing Plot: “The Man Who Loved to Laugh: A Retelling of an African Folktale” (Drama)—pp. 28–35 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.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>ELAGSE6RL3 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 towards a resolution.</p> |
| <ul style="list-style-type: none"> Close Reading: “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41 Comprehension Check | <p>6LA.A.1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>6LA.A.2 determine a theme and/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</p> <p>6LA.A.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>6LA.A.9 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, by the end of grade 6</p> | <p>ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE6RL2 Determine a theme and/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.</p> <p>ELAGSE6RL3 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 towards a resolution.</p> <p>ELAGSE6RL10 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> |
| <ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 42 | <p>6LA.A.8 compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics</p> <p>6LA.D.30 engage effectively in a range of collaborative discussions (e.g., 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</p> | <p>ELAGSE6RL9 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>ELAGSE6SL1 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.</p> |
| <ul style="list-style-type: none"> Language: Context Clues—p. 43 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.39.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>ELAGSE6L4.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> |

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Unit 1 Reading Literature: Key Ideas and Details

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| <ul style="list-style-type: none"> Unit 1 Review: “The Cruel Crane Outwitted”/”The Talkative Tortoise”—pp. 39–40 | <p>6LA.A.1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>6LA.A.2 determine a theme and/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</p> <p>6LA.A.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>6LA.E.39.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>ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE6RL2 Determine a theme and/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.</p> <p>ELAGSE6RL3 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 towards a resolution.</p> <p>ELAGSE6L4.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> |
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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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| <ul style="list-style-type: none"> Read a Student Model/Write a Nonfictional Narrative—pp. 50–53 Analyze a student model • Organize and draft a nonfictional narrative | <p>6LA.C.22 write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>6LA.C.22.a engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically</p> <p>6LA.C.22.b use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <p>6LA.C.22.c use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p>6LA.C.22.d use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p> <p>6LA.C.22.e provide a conclusion that follows from the narrated experiences or events</p> <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> | <p>ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELAGSE6W3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>ELAGSE6W3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>ELAGSE6W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>ELAGSE6W3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>ELAGSE6W3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> |
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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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| | <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> | <p>ELAGSE6W5 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.)</p> <p>ELAGSE6W10 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.</p> |
| <ul style="list-style-type: none"> Language: Case of Pronouns—pp. 54–56 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.36.a ensure that pronouns are in the proper case (subjective, objective, possessive)</p> | <p>ELAGSE6L1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> |
| <ul style="list-style-type: none"> Language: Intensive Pronouns—p. 57 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.36.b use intensive pronouns (e.g., myself, ourselves)</p> | <p>ELAGSE6L1.b Use intensive pronouns (e.g., myself, ourselves).</p> |
| <ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 58 Did I? Checklist | <p>6LA.D.30 engage effectively in a range of collaborative discussions (e.g., 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</p> <p>6LA.D.32 delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p>6LA.D.33 present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>6LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> | <p>ELAGSE6SL1 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.</p> <p>ELAGSE6SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>ELAGSE6SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE6SL6 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.)</p> |
| <ul style="list-style-type: none"> Unit 2 Review/Assignment (prepare final draft)—pp. 59–60 | <p>6LA.C.22 write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>6LA.C.22.a engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically</p> <p>6LA.C.22.b use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELAGSE6W3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>ELAGSE6W3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p style="text-align: center;"><i>continued on next page</i></p> |

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| Unit 2 Text Types and Purposes: Write Nonfictional Narratives | | |
| | <p style="text-align: center;"><i>continued from preceding page</i></p> <p>6LA.C.22.c use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p>6LA.C.22.d use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p> <p>6LA.C.22.e provide a conclusion that follows from the narrated experiences or events</p> <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>6LA.E.36.a ensure that pronouns are in the proper case (subjective, objective, possessive)</p> <p>6LA.E.36.b use intensive pronouns (e.g., myself, ourselves)</p> | <p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE6W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>ELAGSE6W3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>ELAGSE6W3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE6W10 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.</p> <p>ELAGSE6L1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>ELAGSE6L1.b Use intensive pronouns (e.g., myself, ourselves).</p> |
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| Unit 3 Reading Informational Text: Key Ideas and Details | | |
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| <ul style="list-style-type: none"> Drawing Inferences: “Blood Types” by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.10 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> | <p>ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <ul style="list-style-type: none"> Determining Central Idea and Details: “Prosthetic Devices and the Paralympics” (Explanatory Text)—pp. 72–79 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.11 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>ELAGSE6RI2 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> |
| <ul style="list-style-type: none"> Analyzing the Development of Key Ideas: “Through a Microscope” (Technical Text/Procedural)—pp. 80–87 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.12 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>ELAGSE6RI3 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> |

Unit 3 Reading Informational Text: Key Ideas and Details

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| <ul style="list-style-type: none"> Close Reading: “Alan Turing: Codebreaker” (Biography/Historical Nonfiction)—pp. 88–93 Comprehension Check | <p>6LA.B.10 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>6LA.B.11 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>6LA.B.12 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>6LA.B.19 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, by the end of grade 6</p> | <p>ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE6RI2 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>ELAGSE6RI3 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>ELAGSE6RI10 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> |
| <ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast/Return to the Essential Question—p. 94 | <p>6LA.B.18 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>6LA.D.30 engage effectively in a range of collaborative discussions (e.g., 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</p> <p>6LA.D.32 delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p> | <p>ELAGSE6RI9 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>ELAGSE6SL1 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.</p> <p>ELAGSE6SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> |
| <ul style="list-style-type: none"> Language: Academic and Domain-Specific Words—p. 95 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.41 acquire and accurately use 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> | <p>ELAGSE6L6 Acquire and accurately use 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> |
| <ul style="list-style-type: none"> Unit 3 Review: “A Special Nut”/“FLAVR SAVR Tomato”—pp. 96–98 | <p>6LA.B.10 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>6LA.B.11 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>6LA.B.12 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>6LA.E.41 acquire and accurately use 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> | <p>ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE6RI2 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>ELAGSE6RI3 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>ELAGSE6L6 Acquire and accurately use 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> |

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

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| <ul style="list-style-type: none"> Read a Student Model/Write an Informative/Explanatory Essay—pp. 102-105 Analyze a student model • Organize and draft an informative/explanatory essay | <p>6LA.C.21 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>6LA.C.21.a introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>6LA.C.21.b develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p>6LA.C.21.c use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>6LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>6LA.C.21.e use documents to clarify details or support claims</p> <p>6LA.C.21.f establish and maintain a formal style</p> <p>6LA.C.21.g provide a concluding statement or section that follows from the information or explanation presented</p> <p>6LA.C.25 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</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> | <p>ELAGSE6W2 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>ELAGSE6W2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELAGSE6W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELAGSE6W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>ELAGSE6W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELAGSE6W2.e Establish and maintain a formal style.</p> <p>ELAGSE6W2.f Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>ELAGSE6W10 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.</p> |
| <ul style="list-style-type: none"> Language: Variations of English—pp. 106-107 Guided Instruction/Guided Practice/Independent Practice Language: Conventions of English—pp. 108-109 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.36.e recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language</p> | <p>ELAGSE6L1.e Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> |
| <ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 110 Organizer | <p>6LA.D.30 engage effectively in a range of collaborative discussions (e.g., 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</p> <p>6LA.D.32 delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE6SL1 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.</p> <p>ELAGSE6SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p style="text-align: center;"><i>continued on next page</i></p> |

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

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| | <p style="text-align: center;"><i>continued from preceding page</i></p> <p>6LA.D.33 present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>6LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> | <p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE6SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE6SL6 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.)</p> |
| <ul style="list-style-type: none"> Unit 2 Review/Assignment (prepare final draft)—pp. 59–60 | <p>6LA.C.21 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>6LA.C.21.a introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>6LA.C.21.b develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p>6LA.C.21.c use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>6LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>6LA.C.21.e use documents to clarify details or support claims</p> <p>6LA.C.21.f establish and maintain a formal style</p> <p>6LA.C.21.g provide a concluding statement or section that follows from the information or explanation presented</p> <p>6LA.C.25 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</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>6LA.E.36.e recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language</p> | <p>ELAGSE6W2 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>ELAGSE6W2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELAGSE6W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELAGSE6W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>ELAGSE6W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELAGSE6W2.e Establish and maintain a formal style.</p> <p>ELAGSE6W2.f Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>ELAGSE6W10 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.</p> <p>ELAGSE6L1.e Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> |

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| <h3>Unit 5 Reading Literature: Craft and Structure</h3> | | |
| <ul style="list-style-type: none"> Analyzing Word Choice: “My Trip to China” (Fantasy)— pp. 116-123 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.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>ELAGSE6RL4 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> |
| <ul style="list-style-type: none"> Analyzing Text Structure: from <i>The Iliad</i>, Retold by Alfred Church (Epic)—pp. 124-131 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.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>ELAGSE6RL5 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> |
| <ul style="list-style-type: none"> Explaining Point of View: “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132-139 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.6 explain how an author develops the point of view of the narrator or speaker in a text</p> | <p>ELAGSE6RL6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> |
| <ul style="list-style-type: none"> Close Reading: “The Horse of Wood,” Retold by Alfred Church, from <i>The Aeneid</i> by Virgil (Epic)—pp. 140-145 Comprehension Check | <p>6LA.A.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>6LA.A.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>6LA.A.6 explain how an author develops the point of view of the narrator or speaker in a text</p> <p>6LA.A.9 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, by the end of grade 6</p> | <p>ELAGSE6RL4 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>ELAGSE6RL5 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>ELAGSE6RL6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>ELAGSE6RL10 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> |
| <ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 146 | <p>6LA.A.8 compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics</p> <p>6LA.D.30.a come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>6LA.D.30.c pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</p> <p>6LA.D.30.d review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p> | <p>ELAGSE6RL9 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>ELAGSE6SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE6SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>ELAGSE6SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> |

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Unit 5 Reading Literature: Craft and Structure

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| <ul style="list-style-type: none"> Language: Figures of Speech/Connotations—p. 147 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.40.a interpret figures of speech (e.g., personification) in context</p> <p>6LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty)</p> <p>6LA.E.41 acquire and accurately use 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> | <p>ELAGSE6L5.a Interpret figures of speech (e.g., personification) in context.</p> <p>ELAGSE6L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty).</p> <p>ELAGSE6L6 Acquire and accurately use 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> |
| <ul style="list-style-type: none"> Unit 5 Review: “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148-150 | <p>6LA.A.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>6LA.A.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>6LA.A.6 explain how an author develops the point of view of the narrator or speaker in a text</p> <p>6LA.E.40.a interpret figures of speech (e.g., personification) in context</p> <p>6LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty)</p> | <p>ELAGSE6RL4 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>ELAGSE6RL5 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>ELAGSE6RL6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>ELAGSE6L5.a Interpret figures of speech (e.g., personification) in context.</p> <p>ELAGSE6L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty).</p> |

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Unit 6 Text Types and Purposes: Write Evidence-Based Texts

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| <ul style="list-style-type: none"> Read a Student Model/Write an Evidence-Based Text—pp. 154-157 Analyze a student model • Organize and draft an evidence-based text | <p>6LA.C.21 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>6LA.C.21.a introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>6LA.C.21.b develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE6W2 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>ELAGSE6W2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELAGSE6W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p style="text-align: center;"><i>continued on next page</i></p> |
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Unit 6 Text Types and Purposes: Write Evidence-Based Texts

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| | <p>6LA.C.21.c use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>6LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>6LA.C.21.e use documents to clarify details or support claims</p> <p>6LA.C.21.f establish and maintain a formal style</p> <p>6LA.C.21.g provide a concluding statement or section that follows from the information or explanation presented</p> <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p>6LA.C.28.b apply grade 6 Reading standards to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not)</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> | <p>ELAGSE6W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>ELAGSE6W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELAGSE6W2.e Establish and maintain a formal style.</p> <p>ELAGSE6W2.f Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE6W5 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.)</p> <p>ELAGSE6W9.b Apply grade 6 Reading Standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>ELAGSE6W10 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.</p> |
| <ul style="list-style-type: none"> Language: Pronoun Number and Person—pp. 158-159 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.36.c recognize and correct inappropriate shifts in pronoun number and person</p> | <p>ELAGSE6L1.c Recognize and correct inappropriate shifts in pronoun number and person.*</p> |
| <ul style="list-style-type: none"> Language: Vague Pronouns—pp. 160-161 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.36.d recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents)</p> | <p>ELAGSE6L1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> |
| <ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 162 Follow discussion rules • Use a graphic organizer | <p>6LA.D.30.a come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>6LA.D.30.b follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed</p> <p><i>continued on next page</i></p> | <p>ELAGSE6SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE6SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><i>continued on next page</i></p> |

Unit 6 Text Types and Purposes: Write Evidence-Based Texts

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- 6LA.D.30.c**
pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- 6LA.D.30.d**
review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- 6LA.D.32**
delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not
- 6LA.D.33**
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
- 6LA.D.35**
adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

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- ELAGSE6SL1.c**
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- ELAGSE6SL1.d**
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- ELAGSE6SL3**
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ELAGSE6SL4**
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.
- ELAGSE6SL6**
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.)

- Unit 6 Review/Assignment (prepare a final draft)—pp. 163–164

- 6LA.C.21.a**
introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- 6LA.C.21.b**
develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- 6LA.C.21.c**
use appropriate transitions to clarify the relationships among ideas and concepts
- 6LA.C.21.d**
use precise language and domain-specific vocabulary to inform about or explain the topic
- 6LA.C.21.e**
use documents to clarify details or support claims
- 6LA.C.21.f**
establish and maintain a formal style
- 6LA.C.21.g**
provide a concluding statement or section that follows from the information or explanation presented
- 6LA.C.23**
produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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- ELAGSE6W2.a**
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- ELAGSE6W2.b**
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- ELAGSE6W2.c**
Use appropriate transitions to clarify the relationships among ideas and concepts.
- ELAGSE6W2.d**
Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ELAGSE6W2.e**
Establish and maintain a formal style.
- ELAGSE6W2.f**
Provide a concluding statement or section that follows from the information or explanation presented.
- ELAGSE6W4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

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Unit 6 Text Types and Purposes: Write Evidence-Based Texts

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| | <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p>6LA.C.28.b apply grade 6 Reading standards to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not)</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p> <p>6LA.E.36.c recognize and correct inappropriate shifts in pronoun number and person</p> <p>6LA.E.36.d recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents)</p> | <p>ELAGSE6W5 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.)</p> <p>ELAGSE6W9.b Apply grade 6 Reading Standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>ELAGSE6W10 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.</p> <p>ELAGSE6L1.c Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>ELAGSE6L1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> |

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Unit 7 Reading Informational Text: Craft and Structure

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| <ul style="list-style-type: none"> Determining Word Meanings: “Saving the Ozone Layer” (Technical Text)— pp. 168-175 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> | <p>ELAGSE6RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> |
| <ul style="list-style-type: none"> Analyzing Text Structure: “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176-183 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.14 analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas</p> | <p>ELAGSE6RI5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> |
| <ul style="list-style-type: none"> Determining Author’s Point of View or Purpose: “Spokane County’s Wastewater Plan to Be Derailed?” (Opinion Piece)— pp. 184-191 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.15 determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</p> | <p>ELAGSE6RI6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> |

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Unit 7 Reading Informational Text: Craft and Structure

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| <ul style="list-style-type: none"> Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197 Comprehension Check | <p>6LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>6LA.B.14 analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas</p> <p>6LA.B.15 determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</p> <p>6LA.B.19 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, by the end of grade 6</p> | <p>ELAGSE6RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>ELAGSE6RI5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>ELAGSE6RI6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>ELAGSE6RI10 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> |
| <ul style="list-style-type: none"> Connect Across Texts: Support a Claim/Return to the Essential Question—p. 198 | <p>6LA.B.18 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>6LA.D.30.a come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>6LA.D.30.c pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</p> <p>6LA.D.30.d review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p> <p>6LA.D.32 delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p> | <p>ELAGSE6RI9 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>ELAGSE6SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE6SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>ELAGSE6SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>ELAGSE6SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> |
| <ul style="list-style-type: none"> Language: Greek and Latin Roots—p. 199 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.39.b use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., audience, auditory, audible)</p> | <p>ELAGSE6L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> |
| <ul style="list-style-type: none"> Unit 7 Review: “Outgrowing Our Food and Water?”/“Orbital Space Colonies”—pp. 200–202 | <p>6LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>6LA.B.14 analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas</p> <p>6LA.B.15 determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</p> <p>6LA.E.39.b use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., audience, auditory, audible)</p> | <p>ELAGSE6RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>ELAGSE6RI5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>ELAGSE6RI6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>ELAGSE6L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> |

Unit 8 Research to Build and Present Knowledge: Write Opinion Pieces

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| <ul style="list-style-type: none"> Read a Student Model/Write an Opinion Piece—pp. 206–209 Analyze a student model • Organize and draft an opinion piece | <p>6LA.C.20 write arguments to support claims with clear reasons and relevant evidence</p> <p>6LA.C.20.a introduce claim(s) and organize the reasons and evidence clearly</p> <p>6LA.C.20.b support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</p> <p>6LA.C.20.c use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</p> <p>6LA.C.20.d establish and maintain a formal style</p> <p>6LA.C.20.e provide a concluding statement or section that follows from the argument presented</p> <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> | <p>ELAGSE6W1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELAGSE6W1.a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>ELAGSE6W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>ELAGSE6W1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>ELAGSE6W1.d Establish and maintain a formal style.</p> <p>ELAGSE6W1.e Provide a concluding statement or section that follows from the argument presented.</p> <p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE6W5 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.)</p> <p>ELAGSE6W10 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.</p> |
| <ul style="list-style-type: none"> Language: Varying Sentence Patterns—p. 210 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.38.a vary sentence patterns for meaning, reader/listener interest, and style</p> | <p>ELAGSE6L3.a vary sentence patterns for meaning, reader/listener interest, and style.*</p> |
| <ul style="list-style-type: none"> Language: Consistency in Style and Tone—p. 211 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.38.b maintain consistency in style and tone</p> | <p>ELAGSE6L3.b Maintain consistency in style and tone.*</p> |
| <ul style="list-style-type: none"> Language: Punctuation of Nonrestrictive/ Parenthetical Elements—pp. 212–213 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.37.a use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements</p> | <p>ELAGSE6L2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*</p> |
| <ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 214 Follow discussion rules • Use a graphic organizer | <p>6LA.D.30.a come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>6LA.D.30.b follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed</p> <p style="text-align: right;"><i>continued on next page</i></p> | <p>ELAGSE6SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE6SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p style="text-align: right;"><i>continued on next page</i></p> |

Unit 8 Research to Build and Present Knowledge: Write Opinion Pieces

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| | <p><i>continued from preceding page</i></p> <p>6LA.D.30.c pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</p> <p>6LA.D.30.d review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p> <p>6LA.D.33 present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>6LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> | <p><i>continued from preceding page</i></p> <p>ELAGSE6SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>ELAGSE6SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>ELAGSE6SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE6SL6 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.)</p> |
| <ul style="list-style-type: none"> Unit 8 Review/Assignment (prepare a final draft)—pp. 215–216 | <p>6LA.C.20 write arguments to support claims with clear reasons and relevant evidence</p> <p>6LA.C.20.a introduce claim(s) and organize the reasons and evidence clearly</p> <p>6LA.C.20.b support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</p> <p>6LA.C.20.c use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</p> <p>6LA.C.20.d establish and maintain a formal style</p> <p>6LA.C.20.e provide a concluding statement or section that follows from the argument presented</p> <p>6LA.E.37.a use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p> <p>6LA.E.38.a vary sentence patterns for meaning, reader/listener interest, and style</p> | <p>ELAGSE6W1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELAGSE6W1.a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>ELAGSE6W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>ELAGSE6W1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>ELAGSE6W1.d Establish and maintain a formal style.</p> <p>ELAGSE6W1.e Provide a concluding statement or section that follows from the argument presented.</p> <p>ELAGSE6L2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>ELAGSE6L3.a Vary sentence patterns for meaning, reader/listener interest, and style.*</p> |

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| <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas</p> | | |
| <ul style="list-style-type: none"> Comparing and Contrasting Versions: “Space Station: Special Effects Are the Star (Genre: Movie Review)/ Space Station (Genre: Science Fiction)— pp. 220–227 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.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>ELAGSE6RL7 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> |
| <ul style="list-style-type: none"> Comparing and Contrasting Themes: “The Moon Is Not for Me (Genre: Poem)—pp. 228–235 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.A.8 compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics</p> | <p>ELAGSE6RL9 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> |
| <ul style="list-style-type: none"> Close Reading: “The Bathysphere (Genre: Historical Fiction)—pp. 236–241 Comprehension Check | <p>6LA.A.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>6LA.A.8 compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics</p> <p>6LA.A.9 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, by the end of grade 6</p> | <p>ELAGSE6RL7 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>ELAGSE6RL9 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>ELAGSE6RL10 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> |
| <ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 242 | <p>6LA.A.8 compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics</p> <p>6LA.D.30.a come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>6LA.D.30.c pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</p> <p>6LA.D.30.d review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p> <p>6LA.D.32 delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p> | <p>ELAGSE6RL9 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>ELAGSE6SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE6SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>ELAGSE6SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>ELAGSE6SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> |
| <ul style="list-style-type: none"> Language: Word Relationships—p. 243 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.40.b use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words</p> | <p>ELAGSE6L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> |

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Unit 9 Reading Literature: Integration of Knowledge and Ideas

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| <ul style="list-style-type: none"> Unit 9 Review: “The HMS Challenger Sails the Seas”/ “Sea Fever”—pp. 244–246 | <p>6LA.A.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>6LA.A.8 compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics</p> <p>6LA.E.40.b use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words</p> | <p>ELAGSE6RL7 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>ELAGSE6RL9 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>ELAGSE6L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> |
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Unit 10 Text Types and Purposes: Write Opinion Pieces

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| <ul style="list-style-type: none"> Read a Student Model/Write a Research Report—pp. 250–254 Analyze a student model • Use index cards • Organize and draft a research report | <p>6LA.C.21 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>6LA.C.21.a introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>6LA.C.21.b develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p>6LA.C.21.c use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>6LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>6LA.C.21.e use documents to clarify details or support claims</p> <p>6LA.C.21.f establish and maintain a formal style</p> <p>6LA.C.21.g provide a concluding statement or section that follows from the information or explanation presented</p> <p>6LA.C.25 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</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE6W2 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>ELAGSE6W2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELAGSE6W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELAGSE6W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>ELAGSE6W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELAGSE6W2.e Establish and maintain a formal style.</p> <p>ELAGSE6W2.f Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p style="text-align: center;"><i>continued on next page</i></p> |
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| Unit 10 Text Types and Purposes: Write Opinion Pieces | | |
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| <ul style="list-style-type: none"> Language: Restrictive and Nonrestrictive Elements—pp. 255–256 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.C.27 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> <p>6LA.E.37.a use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p> | <p>ELAGSE6W8 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> <p>ELAGSE6L2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> |
| <ul style="list-style-type: none"> Language: Spelling—p. 257 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.37.b spell correctly</p> | <p>ELAGSE6L2.b Spell correctly.</p> |
| <ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 258 Follow discussion rules • Use a graphic organizer | <p>6LA.D.30.a come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>6LA.D.30.b follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed</p> <p>6LA.D.30.c pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</p> <p>6LA.D.30.d review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p> <p>6LA.D.32 delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p>6LA.D.33 present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>6LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> | <p>ELAGSE6SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE6SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>ELAGSE6SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>ELAGSE6SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>ELAGSE6SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>ELAGSE6SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE6SL6 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.)</p> |
| <ul style="list-style-type: none"> Unit 10 Review/Assignment (prepare a final draft)—pp. 259–260 | <p>6LA.C.21 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 style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE6W2 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 style="text-align: center;"><i>continued on next page</i></p> |

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Unit 10 Text Types and Purposes: Write Opinion Pieces

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| | <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p>6LA.C.25 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</p> <p>6LA.C.26 conduct short research projects to answer questions, drawing on several sources and refocusing the inquiries when appropriate</p> <p>6LA.C.27 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> <p>6LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>6LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> | <p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE6W5 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.)</p> <p>ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>ELAGSE6W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>ELAGSE6W8 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> <p>ELAGSE6W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE6W10 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.</p> |

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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| <ul style="list-style-type: none"> Integrating Information from Different Sources: “Primary Elections” by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)—pp. 264–271 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.16 integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> | <p>ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> |
| <ul style="list-style-type: none"> Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 272–279 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.17 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>ELAGSE6RI8 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> |

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| Unit 11 Reading Informational Text: Integration of Knowledge and Ideas | | |
| <ul style="list-style-type: none"> Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)—pp. 280–287 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check | <p>6LA.B.18 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>ELAGSE6RI9 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> |
| <ul style="list-style-type: none"> Close Reading: “A Woman for Our Times” (Letter to the Editor)—pp. 288–293 Comprehension Check | <p>6LA.B.16 integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> <p>6LA.B.17 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>6LA.B.18 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>6LA.B.19 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, by the end of grade 6</p> | <p>ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>ELAGSE6RI8 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>ELAGSE6RI9 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>ELAGSE6RI10 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> |
| <ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question—p. 294 | <p>6LA.A.8 compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics</p> <p>6LA.D.30.a come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>6LA.D.30.c pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</p> <p>6LA.D.30.d review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p> | <p>ELAGSE6RL9 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>ELAGSE6SL1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE6SL1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>ELAGSE6SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> |
| <ul style="list-style-type: none"> Language: Greek and Latin Affixes—p. 295 Guided Instruction/Guided Practice/Independent Practice | <p>6LA.E.39.b use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., audience, auditory, audible)</p> | <p>ELAGSE6L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> |
| <ul style="list-style-type: none"> Unit 11 Review: “President Franklin Roosevelt”/“FDR’s First Inaugural Address” [excerpts]—pp. 296–298 | <p>6LA.B.16 integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p style="text-align: center;"><i>continued on next page</i></p> |

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| | <p>6LA.B.17 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>6LA.B.18 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>6LA.E.39.b use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., audience, auditory, audible)</p> | <p>ELAGSE6RI8 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>ELAGSE6RI9 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>ELAGSE6L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> |

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Writing Handbook

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| <ul style="list-style-type: none"> Step 1: Planning—pp. 300–302 Planning and Research • Digital Tip • Planning Together • Researching Your Topic • Digital Tip | <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p>6LA.C.25 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</p> <p>6LA.C.26 conduct short research projects to answer questions, drawing on several sources and refocusing the inquiries when appropriate</p> <p>6LA.C.27 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> <p>6LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> | <p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE6W5 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.)</p> <p>ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>ELAGSE6W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>ELAGSE6W8 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> <p>ELAGSE6W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
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| <ul style="list-style-type: none"> Step 2: Drafting—p. 303 | <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>6LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> | <p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE6W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| <ul style="list-style-type: none"> Step 3: Revising—p. 304–305 Revising Checklist • Revising Together | <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> | <p>ELAGSE6W5 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.)</p> |
| <ul style="list-style-type: none"> Step 4: Editing—pp. 306–308 Editing Checklist: Sentences • Grammar and Usage • Mechanics • Spelling; Proofreading Marks • Editing Tips | <p>6LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p>6LA.C.25 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</p> <p>6LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>6LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>6LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>6LA.E.39 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>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE6W5 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.)</p> <p>ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>ELAGSE6L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELAGSE6L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE6L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>ELAGSE6L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> |
| <ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting—pp. 309–310 Online Publishing and Digital Slide Presentations • Speaking Tips • Digital Connection • Listening Tips | <p>6LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE6W5 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.)</p> <p style="text-align: center;"><i>continued on next page</i></p> |

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- 6LA.C.25**
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
- 6LA.D.30**
engage effectively in a range of collaborative discussions (e.g., 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
- 6LA.D.33**
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
- 6LA.D.34**
include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information
- 6LA.D.35**
adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- 6LA.E.36**
demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 6LA.E.37**
demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 6LA.E.38**
use knowledge of language and its conventions when writing, speaking, reading, or listening

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- ELAGSE6W6**
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- ELAGSE6SL1**
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.
- ELAGSE6SL4**
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.
- ELAGSE6SL5**
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- ELAGSE6SL6**
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.)
- ELAGSE6L1**
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELAGSE6L2**
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELAGSE6L3**
Use knowledge of language and its conventions when writing, speaking, reading, or listening.