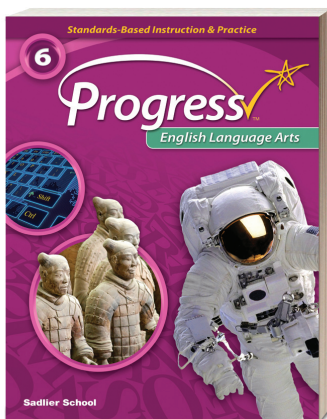


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to

## Ohio's Learning Standards for English Language Arts (revised 2017)

### Grade 6

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## Reading Standards for Literature

### ENGLISH LANGUAGE ARTS STANDARDS

#### Key Ideas and Details

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

**RL.6.2 Analyze literary text development.**  
a. **Determine a theme of a text and how it is conveyed through particular details.**  
b. **Incorporate a theme and story details into an objective summary of the text.**

**RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### Craft and Structure

**RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of **specific word choices, including sensory language**, on meaning and tone.

**RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### Unit 1 Reading Literature: Key Ideas and Details

**Drawing Inferences:** "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12–19

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Crow Brings the Daylight" (Native American Inuit Myth)—pp. 36–41  
Unit 1 Review— pp. 44–46  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Determining Theme:** "My Cousin's Quinceañera" (Realistic Fiction)—pp. 20–27

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Crow Brings the Daylight" (Native American Inuit Myth)—pp. 36–41  
Unit 1 Review— pp. 44–46  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Describing Plot:** "The Man Who Loved to Laugh" (Drama)—pp. 28–35

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Crow Brings the Daylight" (Native American Inuit Myth)—pp. 36–41  
Unit 1 Review— pp. 44–46  
Performance Task—Online

#### Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

#### Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

## Reading Standards for Literature

### ENGLISH LANGUAGE ARTS STANDARDS

**RL.6.6** Explain how an author **uses** the point of view to **develop the perspective** of the narrator or speaker in a text.

### Integration of Knowledge and Ideas

**RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**RL.6.8** (Not applicable to literature)

**RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

### Range of Reading and Level of Text Complexity

**RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### Unit 5 Reading Literature: Craft and Structure

**Explaining Point of View:** “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

SEE ALSO

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

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Comparing and Contrasting Versions:** “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219  
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241  
Unit 9 Review— pp. 244–246  
Performance Task—Online

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Comparing and Contrasting Themes:** “The Moon Is Not for Me” (Poem)—pp. 228–235

**Connect Across Texts:** Compare and Contrast Texts—p. 294

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219  
Close Reading: “The Bathysphere” (Historical Fiction)—pp. 236–241  
Unit 9 Review— pp. 244–246  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

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

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

**Determining Theme:** “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27

**Describing Plot:** “The Man Who Loved to Laugh” (Drama)—pp. 28–35

**Close Reading:** “Crow Brings the Daylight” (Native American Inuit Myth)—pp. 36–41

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

**Unit 1 Review:** “The Cruel Crane Outwitted” / “The Talkative Tortoise”—pp. 39–40

## Reading Standards for Literature

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### **Unit 5 Reading Literature: Craft and Structure**

**Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115

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

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

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

**Explaining Point of View:** “Simorgh: A Retelling of an Ancient Persian Fairy Tale” (Adventure)— pp. 132–139

**Close Reading:** “The Horse of Wood,” Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

**Connect Across Texts:** Compare and Contrast Texts—p. 146

**Unit 5 Review:** “The Duel of Paris and Menelaus”/“The Meeting of Hector and Andromache”—pp. 148–150

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219

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

**Comparing and Contrasting Versions:** “Space Station: Special Effects Are the Star” (Movie Review)— pp. 220–227

**Comparing and Contrasting Themes:** “The Moon Is Not for Me” (Poem)—pp. 228–235

**Close Reading:** “The Bathysphere” (Historical Fiction)—pp. 236–241

**Connect Across Texts:** Compare and Contrast Texts—p. 242

**Unit 9 Review:** “The HMS *Challenger* Sails the Seas”/“Sea Fever”—pp. 244–246

#### **Performance Task 1**

**Part 1: Literary Analysis**—pp. 311–314

**Part 2: Narrative Writing**—pp. 311, 315–317

#### **Performance Task 2**

**Part 1: Literary Analysis**—pp. 321–324

**Part 2: Narrative Writing**—pp. 321, 325–327

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS

#### Key Ideas and Details

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

**RI.6.2** Analyze informational text development.

- Determine a central idea of a text and how it is conveyed through particular details.**
- Provide an objective summary of the text that includes the central idea and relevant details.**

**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### Craft and Structure

**RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

SEE ALSO

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

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

SEE ALSO

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

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Analyzing the Development of Key Ideas:** “Through a Microscope” (Technical Text/Procedural)—pp. 80–87

SEE ALSO

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

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

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197  
Unit 7 Review—pp. 200–202  
Performance Task—Online

**Unit 7 Reading Informational Text: Craft and Structure**  
**Analyzing Text Structure:** “Earthquake” (Scientific Text)—pp. 176–183

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: “Tropical Rainforest or Tundra: Which Would You Choose?” (Explanatory Text)—pp. 192–197  
Unit 7 Review—pp. 200–202  
Performance Task—Online

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS

**RI.6.6** Determine an author's **perspective** or purpose in a text and explain how it is conveyed in the text.

### Integration of Knowledge and Ideas

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

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

**RI.6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Range of Reading and Level of Text Complexity

**RI.6.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Unit 7 Reading Informational Text: Craft and Structure**  
**Determining Author's Point of View or Purpose:** "Spokane County's Wastewater Plan to Be Derailed?" (Opinion Piece)—pp. 184–191

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: "Tropical Rainforest or Tundra: Which Would You Choose?" (Explanatory Text)—pp. 192–197  
Unit 7 Review— pp. 200–202  
Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Integrating Information from Different Sources:** "Primary Elections" by Nelly Anspach, Contributing Editor, One Vote [www.onevote.net](http://www.onevote.net) (Web Article)—pp. 264–271

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293  
Unit 11 Review— pp. 296–298  
Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Evaluating an Argument:** "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293  
Unit 11 Review— pp. 296–298  
Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Comparing and Contrasting Presentation of Events:** "Abraham Lincoln: Wartime President" (Biography)— pp. 280–287

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293  
Unit 11 Review— pp. 296–298  
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect**—pp. 61–62  
**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

**Drawing Inferences:** "Blood Types" by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Determining Central Idea and Details:** "Prosthetic Devices and the Paralympics" (Explanatory Text)—pp. 72–79  
**Analyzing the Development of Key Ideas:** "Through a Microscope" (Technical Text/Procedural)—pp. 80–87  
**Close Reading:** "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93  
**Connect Across Texts:** Compare and Contrast—p. 94  
**Unit 3 Review:** "A Special Nut"/"FLAVR SAVR Tomato"—pp. 96–98

**Unit 7 Reading Informational Text: Craft and Structure**  
**Introducing Unit 7/Home Connect**—pp. 165–166  
**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197  
**Determining Word Meanings:** "Saving the Ozone Layer" (Technical Text)— pp. 168–175  
**Analyzing Text Structure:** "Earthquake" (Scientific Text)—pp. 176–183  
**Determining Author's Point of View or Purpose:** "Spokane County's Wastewater Plan to Be Derailed?" (Opinion Piece)—pp. 184–191  
**Close Reading:** "Tropical Rainforest or Tundra: Which Would You Choose?" (Explanatory Text)—pp. 192–197  
**Connect Across Texts:** Support a Claim—p. 198  
**Unit 7 Review:** "Outgrowing Our Food and Water?"/"Orbital Space Colonies"—pp. 200–202

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Introducing Unit 11/Home Connect**—pp. 261–262  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293  
**Integrating Information from Different Sources:** "Primary Elections" by Nelly Anspach, Contributing Editor, One Vote [www.onevote.net](http://www.onevote.net) (Web Article)— pp. 264–271  
**Evaluating an Argument:** "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 272–279  
**Comparing and Contrasting Presentation of Events:** "Abraham Lincoln: Wartime President" (Biography)— pp. 280–287  
**Close Reading:** "A Woman for Our Times" (Letter to the Editor)—pp. 288–293  
**Connect Across Texts:** Compare and Contrast Texts—p. 294  
**Unit 11 Review:** "President Franklin Roosevelt"/"FDR's First Inaugural Address" [excerpts]—pp. 296–298

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

#### Text Types and Purposes

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

- a. **Establish a thesis statement to present an argument.**
- b. Introduce claim(s) and organize the reasons and evidence clearly.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.

**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

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

SEE ALSO

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

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Stating the Claim—p. 206

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Supporting Stance with Evidence, Facts/Presenting Counterarguments as Evidence—pp. 207–209

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

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

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

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

SEE ALSO

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

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

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

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

SEE ALSO

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

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



## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

- 
- a. **Establish a thesis statement to present information.**
- 
- b. 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 **to aid comprehension, if needed.**
- 
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254  
**Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 254—p. 260

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

#### Performance Task 1

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314  
**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

#### Performance Task 2

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324  
**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

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

**Read a Student Model/Outline an Informative/Explanatory Essay:** Introducing the Topic—p. 102

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

**Read a Student Model/Outline an Evidence-Based Essay:** Introducing the Claim(s)—p. 154

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Introducing the Topic—p. 250

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

**Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Using Formatting (subheads) and Graphics—pp. 102–105

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

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

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

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

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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

d. Use appropriate transitions to clarify the relationships among ideas and concepts.

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

f. Establish and maintain a formal style.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

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

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Concrete Facts and Details—pp. 250, 254

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

- g. Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using a Formal Style and Language—pp. 251, 254

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

**Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Conclusion that Sums up the Essay's Central Idea—pp. 104–105

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

**Read a Student Model/Outline an Evidence-Based Essay:** Ending with a Concluding Statement That Will Impact the Reader—pp. 156–157

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing Information in the Conclusion—pp. 252, 254

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

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

SEE ALSO

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

**Performance Task 1**

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

**Performance Task 2**

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

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

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

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Using Pacing and Description to Develop Events—pp. 50–53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Read a Student Model/Write a Nonfictional Narrative:** Using Transition Words and Phrases to Signal Shifts in Time and Place—pp. 51, 53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Using Precise Words and Descriptive Details to Make Experiences Come Alive—pp. 50–51, 53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Providing a Conclusion that Follows What Came Before—pp. 52–53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

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

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

**Read a Student Model/Outline an Informative/Explanatory**

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

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

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

**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

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

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

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

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

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

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

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Draft a Nonfictional Narrative**—p. 53

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

**W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, **while demonstrating** sufficient command of keyboarding skills.

### Research to Build and Present Knowledge

**W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source;

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Unit 2 Review:** Write the final draft—p. 60

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

**Draft an Informative/Explanatory Essay**—p. 105

**Unit 4 Review:** Write the final draft—p. 112

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

**Draft an Evidence-Based Essay**—p. 157

**Unit 8 Review:** Write the final draft—p. 164

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Draft an Opinion Piece**—p. 209

**Unit 8 Review:** Write the final draft—p. 216

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

**Draft a Research Report**—p. 254

**Unit 10 Review:** Write the final draft—p. 260

**Writing Handbook**

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

**Writing Handbook**

**Step 1: Planning** (using a computer)—pp. 300–302

**Step 2: Drafting** (using a computer)—p. 303

**Step 3: Revising** (using a computer)—pp. 304–305

**Step 4: Editing** (using a computer)—p. 306–308

**Step 5: Producing, Publishing, and Presenting** (using a computer)—pp. 309–310

*See also Home Connect:* (using technology/Internet, also online activities: [sadlierconnect.com](http://sadlierconnect.com))—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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

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

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

**Writing Handbook**

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

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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources—pp. 250–254

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

#### Performance Task 1

**Part 3: Research Simulation**—pp. 311, 318–320

#### Performance Task 2

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

#### Writing Handbook

**Step 1: Planning:** Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

#### Unit 1 Reading Literature: Key Ideas and Details

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

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

**Drawing Inferences:** "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12–19

**Determining Theme:** "My Cousin's Quinceañera" (Realistic Fiction)—pp. 20–27

**Describing Plot:** "The Man Who Loved to Laugh" (Drama)—pp. 28–35

**Close Reading:** "Crow Brings the Daylight" (Native American Inuit Myth)—pp. 36–41

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

**Unit 1 Review:** "The Cruel Crane Outwitted"/"The Talkative Tortoise"—pp. 44–46

#### Unit 5 Reading Literature: Craft and Structure

**Introducing Unit 5/Home Connect**—pp. 113–114

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

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

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

**Explaining Point of View:** "Simorgh: A Retelling of an Ancient Persian Fairy Tale" (Adventure)—pp. 132–139

**Close Reading:** "The Horse of Wood," Retold by Alfred Church, from *The Aeneid* by Virgil (Epic)—pp. 140–145

**Connect Across Texts** Compare and Contrast Texts—p. 146

**Unit 5 Review:** "The Duel of Paris and Menelaus"/"The Meeting of Hector and Andromache"—pp. 148–150

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Introducing Unit 9/Home Connect**—pp. 217–218

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

**Comparing and Contrasting Versions:** "Space Station: Special Effects Are the Star" (Movie Review)—pp. 220–227

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

- 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").

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Comparing and Contrasting Themes:** "The Moon Is Not for Me" (Poem)—pp. 228–235  
**Close Reading:** "The Bathysphere" (Historical Fiction)—pp. 236–241  
**Connect Across Texts:** Compare and Contrast Texts—p. 242  
**Unit 9 Review:** "The HMS Challenger Sails the Seas"/"Sea Fever"—pp. 244–246

#### Performance Task 1

**Part 1: Literary Analysis**—pp. 311–314  
**Part 2: Narrative Writing**—pp. 311, 315–317

#### Performance Task 2

**Part 1: Literary Analysis**—pp. 321–324  
**Part 2: Narrative Writing**—pp. 321, 325–327

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect**—pp. 61–62  
**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93  
**Drawing Inferences:** "Blood Types" by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71  
**Determining Central Idea and Details:** "Prosthetic Devices and the Paralympics" (Explanatory Text)—pp. 72–79  
**Analyzing the Development of Key Ideas:** "Through a Microscope" (Technical Text/Procedural)—pp. 80–87  
**Close Reading:** "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93  
**Connect Across Texts:** Compare and Contrast—p. 94  
**Unit 3 Review:** "A Special Nut"/"FLAVR SAVR Tomato"—pp. 96–98

#### Unit 7 Reading Informational Text: Craft and Structure

**Introducing Unit 7/Home Connect**—pp. 165–166  
**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197  
**Determining Word Meanings:** "Saving the Ozone Layer" (Technical Text)—pp. 168–175  
**Analyzing Text Structure:** "Earthquake" (Scientific Text)—pp. 176–183  
**Determining Author's Point of View or Purpose:** "Spokane County's Wastewater Plan to Be Derailed?" (Opinion Piece)—pp. 184–191  
**Close Reading:** "Tropical Rainforest or Tundra: Which Would You Choose?" (Explanatory Text)—pp. 192–197  
**Connect Across Texts:** Support a Claim—p. 198  
**Unit 7 Review:** "Outgrowing Our Food and Water?"/"Orbital Space Colonies"—pp. 200–202

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Introducing Unit 11/Home Connect**—pp. 261–262  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

**Integrating Information from Different Sources:** "Primary Elections" by Nelly Anspach, Contributing Editor, One Vote [www.onevote.net](http://www.onevote.net) (Web Article)—pp. 264–271

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

#### Range of Writing

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Evaluating an Argument:** "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 272–279

**Comparing and Contrasting Presentation of Events:** "Abraham Lincoln: Wartime President" (Biography)—pp. 280–287

**Close Reading:** "A Woman for Our Times" (Letter to the Editor)—pp. 288–293

**Connect Across Texts:** Compare and Contrast Texts—p. 294

**Unit 11 Review:** "President Franklin Roosevelt"/"FDR's First Inaugural Address" [excerpts]—pp. 296–298

#### Performance Task 1

**Part 3: Research Simulation**—pp. 311, 318–320

#### Performance Task 2

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

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

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

##### Read a Student Model/Write a Nonfictional Narrative:

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

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

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

##### Read a Student Model/Outline an Informative/Explanatory

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

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

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

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

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

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

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

##### Read a Student Model/Outline an Opinion Piece:

Analyze a student model/organize and draft an opinion piece—pp. 206–209

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

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

##### Read a Student Model/Use Index Cards/Outline a Research

**Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254



## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

#### **Writing Handbook**

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing**—p. 306–308

**Step 5: Producing, Publishing, and Presenting**—pp. 309–310

#### **Performance Task 1**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314

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

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

#### **Performance Task 2**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324

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

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

\*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Review questions at the end of each unit.

## Speaking and Listening Standards

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### Comprehension and Collaboration

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Connect Across Texts** (be prepared to discuss ideas with class): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?:* Come to the discussion prepared?), 110, 162, 214, 258

**Writing Handbook**

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

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

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258

**Writing Handbook**

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

**Speaking and Listening:** Discuss the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258

**Connect Across Texts:** Return to the Essential Question (pose and answer questions/respond with relevant observations)—p. 294

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310

*See also* **Home Connect:** Ways to Help Your Child (discussions with family members/asking questions)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?:* Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310

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

## Speaking and Listening Standards

### ENGLISH LANGUAGE ARTS STANDARDS

**SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Presentation of Knowledge and Ideas

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

**Connect Across Texts** (small group/class discussion, using charts): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

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

#### Writing Handbook

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

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

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?:* Identify claims supported by reason and evidence?), 110, 162, 214, 258

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Evaluating an Argument:** "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 272–279

#### SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293

Unit 11 Review—pp. 296–298

Performance Task—Online

#### Writing Handbook

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

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

#### Writing Handbook

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

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?:* Present relevant claims and other ideas in a logical manner?/Speak at correct volume, use clear pronunciation, and make eye contact?), 110, 162, 214, 258

See also **Home Connect:** Ways to Help Your Child (speaking with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

## Speaking and Listening Standards

### ENGLISH LANGUAGE ARTS STANDARDS

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

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310

*See also Home Connect*— pp. 10 (use a map, Internet), 48 (slide show with photos), 100 (government agency Web sites, use pictures and drawings), 152 (symbols of the ancient world), 166 (make a video), 248 (use a map)

#### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips (use language that suits your audience and occasion)—p. 310

**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198

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

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

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS

#### Conventions of Standard English

**L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

b. Use intensive pronouns (e.g., *myself*, *ourselves*).

c. Recognize and correct inappropriate shifts in pronoun number and person.

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Case of Pronouns—pp. 54–56

SEE ALSO

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

Unit 2 Review— pp. 59–60

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

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Intensive Pronouns—p. 58

SEE ALSO

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

Unit 2 Review— pp. 59–60

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

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

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

SEE ALSO

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

Unit 6 Review— pp. 163–164

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

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

**Language:** Vague Pronouns—pp. 160–161

SEE ALSO

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

Unit 6 Review— pp. 163–164

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

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

**Language:** Variations of English—pp. 106–107

**Language:** Conventions of English—pp. 108–109

SEE ALSO

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

Unit 4 Review— pp. 111–112

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

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Punctuation of Nonrestrictive/Parenthetical Elements—pp. 212–213

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review— pp. 215–216

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

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS

- b. Spell correctly.

### Knowledge of Language

**L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

### Vocabulary Acquisition and Use

**L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### **Unit 10 Research to Build and Present Knowledge: Write a Research Report**

**Language:** Restrictive and Nonrestrictive Elements—pp. 255–256

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

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

#### **Unit 10 Research to Build and Present Knowledge: Write a Research Report**

**Language:** Spelling—p. 257

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Review—pp. 259–260

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

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Language:** Varying Sentence Patterns—p. 210

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—pp. 215–216

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Language:** Consistency in Style and Tone—p. 211

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—pp. 215–216

Writing Handbook: Step 4 Editing: Editing Checklist (consistency in style and tone)—p. 306

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues—p. 43

SEE ALSO

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

Unit 1 Review—pp. 44–46

#### **Unit 7 Reading Informational Text: Craft and Structure**

**Language:** Greek and Latin Roots—p. 199

SEE ALSO

Introducing Unit 7/Home Connect—pp. 165–166

Unit 7 Review—pp. 200–202

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or **its** part of speech.

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, ***frugal***, *thrifty*).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Greek and Latin Affixes—p. 295

SEE ALSO

Introducing Unit 11/Home Connect—pp. 261–262

Unit 11 Review—pp. 296–298

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Academic and Domain-Specific Words (use a dictionary)—p. 95

#### **Unit 5 Reading Literature: Craft and Structure**

**Language:** Figures of Speech/Connotations (use a dictionary)—p. 147

#### **Writing Handbook**

**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 306

**Glossary**—pp. 331–335

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Academic and Domain-Specific Words (use a dictionary)—p. 95

#### **Unit 5 Reading Literature: Craft and Structure**

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#### **Unit 5 Reading Literature: Craft and Structure**

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

SEE ALSO

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

Unit 5 Review—pp. 148–150

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Word Relationships—p. 243

SEE ALSO

Introducing Unit 9/Home Connect—pp. 217–218

Unit 9 Review—pp. 244–245

#### **Unit 5 Reading Literature: Craft and Structure**

**Language:** Figures of Speech/Connotations—p. 147

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

Unit 5 Review—pp. 148–150

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS

**L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 6

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

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues—p. 43

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

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

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

#### **Unit 5 Reading Literature: Craft and Structure**

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

**Language:** Figures of Speech/Connotations—p. 147

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

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

#### **Unit 7 Reading Informational Text: Craft and Structure**

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

**Language:** Greek and Latin Roots—p. 199

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

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

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

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Greek and Latin Affixes—p. 295

#### **Writing Handbook**

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