

# STANDARDS CORRELATION

## English Language Arts Standards » Writing » Grade 6 (W)

### Text Types and Purposes

<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>	<p><b>SB:</b> Ch. 2 (pp. 13–27)  <b>TG:</b> pp. 9–19  <b>IWL:</b> WC_2.1A_AnalyzeClaims;          WC_2.2A_IdentReasEvid;          WC_2.3A_ExplainWords;          WC_2.4A_AnalyzePrompt;          WC_2.4B_IdentConno;          WC_2.5A_Checklist;          WC_2.5A_PromptADraft;          WC_2.5A_PromptAFinal</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p><b>SB:</b> Ch. 3 (pp. 28–40)  <b>TG:</b> pp. 20–32  <b>IWL:</b> WC_3.1A_PreciseThesis;          WC_3.2A_EvaluateDetails;          WC_3.4A_AnalyzePrompt;          WC_3.5A_Checklist;          WC_3.5A_PromptADraft;          WC_3.5A_PromptAModel</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>SB:</b> Ch.6 (pp. 71–81)  <b>TG:</b> pp. 59–66  <b>IWL:</b> WC_6.1A_PointofView          WC_6.4A_PreciseWords;          WC_6.6A_AnalyzePrompt;          WC_6.6E_VaguePronouns;          WC_6.7A_Checklist;          WC_6.7A_PromptADraft;          WC_6.7A_PromptAFinal</p>

**Guide to Abbreviations:** **SB** = student book; **TG** = teacher guide; **IWL** = interactive whiteboard lessons; **CWP** = common writing problems

# STANDARDS CORRELATION

## English Language Arts Standards » Writing » Grade 6 (W) *continued*

### Production and Distribution of Writing

<p>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.)</p>	<p><b>SB:</b> Ch. 1 (pp. 6–12), Ch. 2 (pp. 13–27), Ch. 3 (pp. 28–40), Ch. 4 (pp. 41–56), Ch. 5 (pp. 57–70), Ch. 6 (pp. 71–81), Ch. 7 (pp. 82–87) <b>TG:</b> Reproducibles for each type of writing. <b>IWL:</b> Chapters 1–6</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>SB:</b> Ch. 1 (pp. 6–12), Ch. 2 (pp. 13–27), Ch. 3 (pp. 28–40), Ch. 4 (pp. 41–56), Ch. 5 (pp. 57–70), Ch. 6 (pp. 71–81), Ch. 7 (pp. 82–87) <b>TG:</b> Reproducibles for each type of writing. <b>IWL:</b> Chapters 1–6</p>
<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><b>SB:</b> 27, 56</p>

### Research to Build and Present Knowledge

<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>SB:</b> Ch. 4 (pp. 41–56) <b>TG:</b> pp. 33–46 <b>IWL:</b> WC_4.1A_ReviseQuest; WC_4.2A_RelevantSources; WC_4.2B_Authoritative; WC_4.3A_ConnectCont; WC_4.3B_UsingCitQuot; WC_4.4A_AnalyzePrompt; WC_4.5A_Checklist; WC_4.5A_PromptADraft; WC_4.5A_PromptAFinal</p>
<p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>SB:</b> Ch. 4 (pp. 41–56) <b>TG:</b> pp. 33–46 <b>IWL:</b> CWC_4.1A_ResearchQuest; WC_4.1B_SelectQuestion; WC_4.2A_RelevantSources; WC_4.2B_Reliability; WC_4.3A_FlowIdeas; WC_4.4A_QuotesCitations; WC_4.5D_AnalyzeOutline; WC_4.6A_Checklist; WC_4.6A_PromptADraft; WC_4.6A_PromptAFinal</p>

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# STANDARDS CORRELATION

English Language Arts Standards » Writing » Grade 6 (W) <i>continued</i>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SB:</b> Ch. 1 (pp. 6–12), Ch. 2 (pp. 13–27), Ch. 3 (pp. 28–40), Ch. 4 (pp. 41–56), Ch. 5 (pp. 57–70), Ch. 6 (pp. 71–81), Ch. 7 (pp. 82–87) <b>TG:</b> pp. 47–57 <b>IWL:</b> Chapters 1–6</p>
<p>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.</p>	<p><b>SB:</b> Ch. 1 (pp. 6–12), Ch. 2 (pp. 13–27), Ch. 3 (pp. 28–40), Ch. 4 (pp. 41–56), Ch. 5 (pp. 57–70), Ch. 6 (pp. 71–81), Ch. 7 (pp. 82–87) <b>TG:</b> Reproducibles for each type of writing. <b>IWL:</b> Chapters 1–6</p>

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# STANDARDS CORRELATION

## English Language Arts Standards » Language » Grade 6 (L)

### Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., myself, ourselves).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>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.</li> </ul>	<p><b>SB:</b> pp. 25, 26, 54, 55, 59, 68, 69, 80  <b>TG:</b> pp. 72–75, 85  <b>IWL:</b> WC_CWP_1.1_PronCase; WC_CWP_1.2_PronInten; WC_CWP_1.3_PronAnte; WC_CWP_1.4_PronClear;</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul>	<p><b>SB:</b> pp. 12, 25, 38, 39, 69  <b>TG:</b> pp. 76, 77, 85  <b>IWL:</b> WC_CWP_2.1_Commas; WC_CWP_2.2_Spelling</p>

### Knowledge of Language

<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone.</li> </ul>	<p><b>SB:</b> pp. 11, 53, 59, 68, 69  <b>TG:</b> pp. 77–78, 86  <b>IWL:</b> WC_CWP_3.1_SentComb; WC_CWP_3.2_SentBeg</p>
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### Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> <li>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.</li> <li>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).</li> </ul>	<p><b>SB:</b> pp. 16, 24, 39, 47, 60, 61  <b>TG:</b> pp. 79, 87  <b>IWL:</b> WC_CWP_4.1_BaseAffix</p>
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# STANDARDS CORRELATION

English Language Arts Standards » Language » Grade 6 (L)	
Conventions of Standard English	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p><b>SB:</b> pp. 24, 57, 58, 62, 74  <b>TG:</b> pp. 80–82, 87  <b>IWL:</b> WC_CWP_5.1_FigSpeech;            WC_CWP_5.2_CauseEff;            WC_CWP_5.3_Conno;</p>
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>SB:</b> p. 33  <b>TG:</b> pp. 83–84, 88  <b>IWL:</b> WC_CWP_6.1_AcadVocab;            WC_CWP_6.2_AcadVocab</p>

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# STANDARDS CORRELATION

## English Language Arts Standards » Speaking and Listening » Grade 6 (SL)

### Comprehension and Collaboration

<p>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.</p> <p>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>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>SB:</b> pp. 9, 11, 12, 24, 29, 41, 43, 56, 57, 68, 72, 80, 86, 87</p>
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>SB:</b> pp. 86, 87 <b>IWL:</b> WC_7.3_SpeakTips</p>
<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>SB:</b> pp. 86, 87 <b>IWL:</b> WC_7.3_SpeakTips</p>

### Presentation of Knowledge and Ideas

<p>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.</p>	<p><b>SB:</b> pp. 86, 87 <b>IWL:</b> WC_7.3_SpeakTips</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>SB:</b> pp. 86, 87 <b>IWL:</b> WC_7.3_SpeakTips</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>SB:</b> pp. 86, 87 <b>IWL:</b> WC_7.3_SpeakTips</p>

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