

Name	Description	<u>Connections: ELA</u> Grade 6 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections: Writing & Language</u> Grade 6 Student Edition-SE Teacher Edition-TE
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	SB/TWE: 10, 13, 21, 40, 80, 91, 101, 132, 133, 135, 186, 222, 227, 242, 314, 327, 356, 366, 401, 414	SE: 390, 391, 419, 431, 432, 433, 434, 435, 440, 441
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SB/TWE: 13, 32, 33, 40, 76, 80, 81, 91, 101, 126, 127, 132, 133, 179, 186, 210, 212, 222, 304, 310, 314, 354, 356, 360, 366, 388, 391, 401	SE: 152, 159, 160
6.RL.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.	SB/TWE: 15, 16, 17, 21, 25, 30, 40, 80, 83, 91, 135, 171, 177, 186, 199, 226, 228, 229, 230, 242, 316, 317, 327, 401	SE: 1119, 120, 121, 123, 125, 127, 129, 131, 133
6.RL.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.	SB/TWE: 8, 10, 16, 17, 23, 25, 34, 74, 76, 101, 128, 129, 135, 199, 212, 213, 222, 303, 308, 322, 352, 354, 358, 359, 366, 386, 388, 393, 394, 413	SE: 59, 121, 122, 432
6.RL.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	SB/TWE: 34, 84, 85, 91, 128, 129, 135, 179, 186, 199, 215, 222, 232, 235, 242, 327, 396, 401	SE: 12, 78, 79, 291
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text	SB/TWE: 34, 40, 130, 132, 133, 135, 200, 242, 319, 327, 366, 396, 401	SE: 12, 62, 80, 135, 136, 432

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6.RL.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.	SB/TWE: 180, 181	SE: 76, 291, 293
6.RL.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.	SB/TWE: 202, 360, 366	SE: 76
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.	Chapters 1, 3, 6, 10, 12, 13, 16, 20	
6.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	SB/TWE: 55, 56, 107, 165, 218, 240, 306, 406, 408, 410, 417	SE: 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112
6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	SB/TWE: 14, 32, 35, 66, 69, 71, 86, 88, 97, 98, 99, 100, 132, 150, 165, 182, 202, 251, 289, 296, 298, 299, 316, 318, 340, 345, 348, 358, 363, 364, 381, 392, 397, 399, 411, 412	SE: 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112
6.W.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. d. Use precise	SB/TWE: 16, 20, 38, 165, 184, 188, 189, 191, 192, 193, 194, 195, 196, 240, 276, 325, 400	SE: 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88

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	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		
6.W.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.)	SB/TWE: 16, 18, 32, 35, 37, 38, 55, 66, 69, 71, 84, 86, 88, 89, 98, 99, 100, 107, 116, 119, 129, 132, 164, 165, 179, 184, 191, 192, 193, 202, 148, 194, 195, 196, 218, 240, 253, 256, 271, 275, 276, 292, 295, 299, 306, 316, 318, 324, 325, 340, 345, 347, 348, 358, 363, 364, 381, 397, 399, 400, 408, 410, 411, 412, 417	SE: 86, 88, 113
6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	SB/TWE: 55, 94, 96, 97, 98, 99, 100, 107, 119, 188, 194, 195, 196, 188, 189, 193, 295, 299, 300, 301, 403, 404, 410, 411, 412	SE: 69, 86, 164, 213
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.	SB/TWE: 20, 37, 71, 89, 100, 120, 150, 196, 220, 240, 258, 301, 347, 348, 381	SE: 179, 180, 181, 182, 183
6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SB/TWE: 55, 88, 107, 150, 151, 290, 348, 405, 407	SE: 184, 185, 186, 187, 188, 189
6.W.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.	SB/TWE: 71, 88, 151, 182, 290, 348, 381, 405, 407	SE: 188, 189, 190

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6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature. b. Apply grade 6 Reading standards to informational text and nonfiction.	SB/TWE: 16, 18, 35, 84, 86, 89, 98, 99, 100, 107, 119, 129, 148, 164, 202, 253, 256, 271, 275, 306, 316, 318, 345, 358, 363, 364, 392, 397, 399, 411, 412, 417	SE: 188, 189, 190 SE: 64, 72, 73, 74, 75, 76, 80, 81
6.W.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	SB/TWE: 55, 107, 150, 290, 405, 407, 71, 88, 151, 182, 348, 381, 16, 18, 35, 84, 86, 89, 98, 99, 100, 119, 129, 148, 164, 202, 253, 256, 271, 275, 306, 316, 318, 345, 358, 363, 364, 392, 397, 399, 411, 412, 417	SE: 64, 72, 73, 74, 75, 76, 80, 81, 184, 185, 186, 187, 188, 189, 190
6.SL.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, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SB/TWE: 16, 33, 35, 50, 67, 69, 82, 84, 99, 116, 117, 119, 128, 131, 141, 147, 151, 162, 180, 194, 212, 214, 237, 253, 256, 260, 271, 273, 275, 285, 287, 289, 316, 322, 341, 345, 358, 361, 374, 376, 378, 392, 396, 397, 410	SE: 17, 18, 64, 65, 92, 193, 112, 113, 151, 72, 156, 157, 158, 472, 473, 474, 472
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	SB/TWE: 117, 150, 212, 214, 237, 289, 378	SE: 458, 459, 460, 461, 470, 471
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SB/TWE: 69, 128, 131, 180, 214, 256, 273, 287, 289, 380	SE: 94, 95, 96

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6.SL.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.	SB/TWE: 16, 33, 35, 69, 71, 120, 133, 150, 151, 165, 240, 260, 273, 289, 316, 322, 345, 358, 361, 378, 381	SE: 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	SB/TWE: 71, 89, 120, 133, 150, 240, 378, 381	SE: 86, 97, 292, 310, 469
6.SL.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.)	SB/TWE: 16, 33, 35, 50, 67, 69, 71, 82, 84, 89, 99, 151, 183, 194, 316, 322, 341, 345, 358, 361, 374, 376, 381, 392, 396, 397, 410	
6.L.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, and 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.	SB/TWE: 18, 36, 69, 88, 89, 99, 100, 131, 179, 195, 196, 219, 237, 302, 361, 411, 412	SE: 230, 231, 233, 240, 241, 248, 253, 256, 257, 260, 265, 270, 271, 274, 277, 281, 282, 284, 286, 296, 300, 302, 308, 318, 333, 444
6.L.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. b. Use correct spelling.	SB/TWE: 36, 55, 86, 88, 99, 100, 149, 195, 196, 218, 257, 276, 289, 301, 302, 346, 398, 411, 412	SE: 230, 231, 233, 240, 241, 248, 253, 256, 257, 260, 265, 270, 271, 274, 277, 281, 282, 284, 286, 296, 300, 302, 308, 318, 333, 444
6.L.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 consistent style and tone.	SB/TWE: 18, 36, 71, 88, 89, 99, 100, 195, 196, 301, 302, 378, 381, 411, 412	SE: 458, 459, 462, 465, 472

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6.L.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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. 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. 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.	SB/TWE: 8, 23, 24, 43, 46, 49, 50, 60, 61, 74, 75, 110, 111, 124, 137, 155, 156, 169, 182, 208, 224, 244, 265, 280, 302, 308, 309, 322, 330, 332, 338, 340, 341, 352, 358, 359, 369, 370, 371, 373, 386 TWE only: 10, 25, 62, 76, 112, 126, 139, 143, 157, 171, 188, 210, 226, 246, 267, 282, 294, 310, 332, 354, 371, 388	SE: 458, 459, 462, 465, 472, 438, 439, 440, 445, 446, 447, 448, 449, 450, 444, 453, 454, 429, 430, 431
6.L.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, thrifty).	SB/TWE: 10, 25, 34, 46, 49, 50, 62, 76, 120, 126, 135, 164, 198, 222, 242, 258, 294, 302, 322, 332, 338, 354, 358, 359, 371, 388, 393, 394	SE: 454, 455, 456
6.L.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.	SB/TWE: 8, 24, 43, 61, 75, 110, 111, 124, 137, 155, 156, 169, 208, 224, 244, 265, 280, 309, 332, 352, 370, 386 TWE only: 112, 139, 143, 157, 171, 188, 210, 226, 246, 267, 282, 294, 310	446, 447, 448, 456, 457