

# Standards Correlation

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;	<b>SB/TWE:</b> 99, 194, 260, 272, 300, 380, 410
(B) follow and give oral instructions that include multiple action steps;	<b>SB/TWE:</b> 88 <b>TWE only:</b> 49, 129, 211
(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	<b>SB/TWE:</b> 121, 150, 165, 183–184, 381
(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	<b>SB/TWE:</b> 16, 33, 50, 67, 82, 116, 128, 147, 162, 180, 194, 212, 232, 253, 270, 285, 300, 316, 341, 358, 374, 392, 410. See Speaking and Listening activities throughout the book.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	<b>SB/TWE:</b> 8, 23, 43, 46–50, 60, 74, 110, 124, 137, 155, 169, 208, 224, 244, 265, 280, 282–285, 308, 330, 332–339, 341, 352, 369, 371–374, 386 <b>TWE only:</b> 10, 25, 46, 62, 76, 112, 126, 139, 143, 157, 171, 188, 210, 226, 246, 266, 282, 294, 310, 332, 354, 371, 388
(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	<b>SB/TWE:</b> 8, 23, 43, 46–50, 60, 74, 110, 124, 137, 155, 169, 208, 224, 244, 265, 280, 282–285, 308, 330, 332–339, 341, 349, 352, 369, 371–374, 386, 413 <b>TWE only:</b> 10, 25, 46, 62, 76, 112, 126, 139, 143, 157, 171, 188, 210, 226, 246, 266, 282, 294, 310, 332, 354, 371, 388
(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>mis/mit</i> , <i>bene</i> , <i>man</i> , <i>vac</i> , <i>scrib/script</i> , and <i>jur/jus</i> .	<b>SB/TWE:</b> 161, 340–341 <b>TWE only:</b> 109
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	<b>SB/TWE:</b> In each chapter, students read a text three times, increasing their fluency with the text with each read. For examples, see pages 10, 15, 16, 25, 32, etc. <b>TWE only:</b> 3

# Standards Correlation

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>SB/TWE:</b> See On Your Own: Integrating Ideas in each chapter. For examples, see pages 10, 15, 16, 25, 32, etc.
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected text;	<b>SB/TWE:</b> For each of the three reads of a text, a purpose for reading is established. For examples, see pages 10, 15, 16, 25, 32, etc. <b>TWE only:</b> 334–335
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>SB/TWE:</b> 112, 179, 226, 332, 354, 371, 388 <b>TWE only:</b> 3
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>SB/TWE:</b> 15, 25, 30–31, 210, 326 <b>TWE only:</b> 3, 266, 314
(D) create mental images to deepen understanding;	<b>SB/TWE:</b> 75, 118, 314, 354 <b>TWE only:</b> 3, 128
(E) make connections to personal experiences, ideas in other texts, and society;	<b>SB/TWE:</b> 58, 64, 73, 114, 148, 159, 253, 283, 289, 336 <b>TWE only:</b> 50, 62, 66, 157, 377
(F) make inferences and use evidence to support understanding;	<b>SB/TWE:</b> 10–14, 18, 21, 22, 32, 59, 80, 92, 123, 153, 154, 168, 187, 201, 227, 242, 262, 264, 304, 316–318, 319–322, 327, 328, 329, 401, 415 <b>TWE only:</b> 84, 171, 179, 232, 247, 316, 333
(G) evaluate details read to determine key ideas;	<b>SB/TWE:</b> 62–66, 80, 112–116, 112, 157–160, 197, 198, 246–251, 266–270, 272–274, 279, 329, 341–343, 350, 354–358, 416 <b>TWE only:</b> 267, 283, 287, 333, 341, 343, 372, 389
(H) synthesize information to create new understanding; and	<b>SB/TWE:</b> 67–69, 72, 106, 107, 180–181, 202, 254–256, 264, 272–274, 279, 306, 360–361, 363, 367, 368, 376–378, 385, 417 <b>TWE only:</b> 67, 68, 161, 180, 254, 272, 360
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>SB/TWE:</b> In each chapter, students read a text three times, increasing their fluency with the text with each read. For example, see pages 10, 15, 16, 25, 32, 371–374.

**Guide to Abbreviations:** SB = student book; TWE = teacher wraparound edition

# Standards Correlation

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	<b>SB/TWE:</b> 44–45, 75, 110, 245
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	<b>SB/TWE:</b> 16, 18, 32, 40, 69, 106, 202, 274, 278, 279, 327, 329
(C) use text evidence to support an appropriate response;	<b>SB/TWE:</b> 10–14, 15–16, 18, 21, 22, 35, 41, 42, 55, 58, 59, 64, 72, 73, 91, 92, 103, 104, 105, 106, 122, 135, 136, 141, 153, 154, 168, 186, 187, 198, 201, 222, 223, 242, 243, 262, 263, 264, 278, 293, 305, 318, 319–322, 327, 328, 329, 349, 350, 351, 366, 367, 383, 384, 385, 401, 402, 414, 415, 416
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<b>SB/TWE:</b> 25–32, 40, 62–66, 73, 122, 135, 154, 211, 251, 270, 293, 310–316, 354–358, 384, 415
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>SB/TWE:</b> 37, 148, 240, 347, 356, 381, 407
(F) respond using newly acquired vocabulary as appropriate;	<b>SB/TWE:</b> 33, 35, 119, 346, 361
(G) discuss and write about the explicit or implicit meanings of text;	<b>SB/TWE:</b> 10–15, 42, 66–67, 91, 102, 105, 106, 114, 129, 154, 177, 199, 223, 250, 264, 268, 415 <b>TWE only:</b> 10, 15, 17, 26, 32–33, 46, 76, 83, 116, 139, 142, 147, 210, 213, 226, 229, 311, 319
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	<b>SB/TWE:</b> 8, 24, 43, 61, 75, 111, 124, 137, 156, 169, 208, 224, 244, 265, 280, 309, 332, 352, 369, 386
(I) reflect on and adjust responses as new evidence is presented.	<b>SB/TWE:</b> 50, 67, 128, 180 <b>TWE only:</b> 97, 408
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer multiple themes within and across texts using text evidence;	<b>SB/TWE:</b> 32–33, 81–82, 179, 180–181, 210–212, 222–223, 360–363 <b>TWE only:</b> 307
(B) analyze how the characters' internal and external responses develop the plot;	<b>SB/TWE:</b> 229–232, 232–237, 242, 243
(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and	<b>SB/TWE:</b> 25–32, 41, 226–229, 243
(D) analyze how the setting, including historical and cultural settings, influences character and plot development.	<b>SB/TWE:</b> 16–18, 139–141, 153, 186

# Standards Correlation

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	<b>SB/TWE:</b> 23–24, 266, 388–392, 387, 400
(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	<b>SB/TWE:</b> 130–131, 132, 133, 215–218 <b>TWE only:</b> 130, 215
(C) analyze how playwrights develop characters through dialogue and staging;	<b>SB/TWE:</b> 83–84, 91, 171–179, 186, 187
(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence;	<b>SB/TWE:</b> 72, 104, 112–116, 123, 197, 246–251, 266–270, 341–343, 343–345, 349, 351 <b>TWE only:</b> 113
(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	<b>SB/TWE:</b> 76, 343, 396–397
(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	<b>SB/TWE:</b> 331, 343–345, 349 <b>TWE only:</b> 116
(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim;	<b>SB/TWE:</b> 49, 50–52, 56, 58, 285–287, 287–289, 373, 374–376, 383 <b>TWE only:</b> 286, 374
(ii) explaining how the author uses various types of evidence to support the argument;	<b>SB/TWE:</b> 53–54, 56, 287–289, 292, 374–376, 385 <b>TWE only:</b> 374
(iii) identifying the intended audience or reader; and	<b>SB/TWE:</b> 159, 296–297, 337 <b>TWE only:</b> 162
(F) analyze characteristics of multimodal and digital texts.	<b>SB/TWE:</b> 180–182, 254–256, 376–378 <b>TWE only:</b> 180, 254
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author's purpose and message within a text;	<b>SB/TWE:</b> 32–33, 41, 76–82, 91, 102, 116–117, 126–128, 128–129, 130–131, 132, 133, 136, 147–148, 157–160, 162–164, 168, 179–180, 200, 201, 210–212, 214, 218, 223, 270–272, 278, 285–287, 304, 337, 360–361, 363, 366, 368, 388–392, 396–398, 399, 401 <b>TWE only:</b> 85, 162, 179, 270
(B) analyze how the use of text structure contributes to the author's purpose;	<b>SB/TWE:</b> 84–86, 92, 132, 133 <b>TWE only:</b> 393
(C) analyze the author's use of print and graphic features to achieve specific purposes;	<b>SB/TWE:</b> 132, 210, 343 <b>TWE only:</b> 3, 76

**Guide to Abbreviations:** **SB** = student book; **TWE** = teacher wraparound edition

# Standards Correlation

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	<b>SB/TWE:</b> 34–35, 122, 128–129, 132, 133, 135, 199, 212–214, 218, 222, 303, 358–359, 363, 367, 396–397, 399, 402 <b>TWE only:</b> 113, 116, 118, 128, 354, 358, 396
(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	<b>SB/TWE:</b> 116–117, 118–119, 120, 136, 161–162, 164, 252–253
(F) analyze how the author's use of language contributes to mood and voice; and	<b>SB/TWE:</b> 131, 132, 133, 135, 212–214, 218, 222, 322, 358–359, 363, 367, 393–396, 399, 402
(G) explain the differences between rhetorical devices and logical fallacies.	<b>SB/TWE:</b> 161–162, 164 <b>TWE only:</b> 116–117
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	<b>SB/TWE:</b> 94–96, 188–190, 220, 295–297, 403–405
(B) develop drafts into a focused, structured, and coherent piece of writing by:	<b>SB/TWE:</b> 38, 97–98, 107–108, 191–193, 202–206, 298–299, 305–306, 408, 410, 417–419
(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	
(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	<b>SB/TWE:</b> 38, 97–98, 107–108, 191–193, 202–206, 298–299, 305–306, 410, 417–419
(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	<b>SB/TWE:</b> 38, 99–100, 107–108, 194–196, 202–206, 299–301, 305–306, 378–379, 410–411, 417–419
(D) edit drafts using standard English conventions, including:	<b>SB/TWE:</b> 99–100, 107–108, 195–196, 202–206, 300–301, 305–306, 410–412, 417–419
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	<b>SB/TWE:</b> 378–379
(ii) consistent, appropriate use of verb tenses;	<b>SB/TWE:</b> 35–36
(iii) conjunctive adverbs;	<b>SB/TWE:</b>
(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	<b>SB/TWE:</b>
(v) pronouns, including relative;	<b>SB/TWE:</b> 69, 237–238, 361
(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	<b>SB/TWE:</b> 398 <b>TWE only:</b> 116
(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	<b>SB/TWE:</b> 257
(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	<b>SB/TWE:</b> 55, 86, 149, 182–183, 218–219, 275, 289, 345–346, 398

# Standards Correlation

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	<b>SB/TWE:</b> Project rubrics throughout the text require students to check their writing for spelling.
(E) publish written work for appropriate audiences.	<b>SB/TWE:</b> 100, 196, 301, 412
(11) Composition: listening, speaking, reading, [and] writing , and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<b>SB/TWE:</b> 38, 89, 184, 188–196, 219, 220, 240, 324, 325, 400
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	<b>SB/TWE:</b> 18, 22, 32, 35, 42, 55, 56, 66, 84, 86, 94–100, 107–108, 119, 132, 187, 202–206, 218–219, 256, 274, 294–301, 345, 363, 399, 415
(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	<b>SB/TWE:</b> 56, 305–306, 403–412, 417–419
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	<b>TWE only:</b> 18, 131
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	<b>SB/TWE:</b> Each unit is focuses on answering an Essential Question by reading the texts in the unit. See pages 107, 305, 381, 417
(B) develop and revise a plan;	<b>SB/TWE:</b> 258, 381
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	<b>SB/TWE:</b> 150, 381, 404–406
(D) identify and gather relevant information from a variety of sources;	<b>SB/TWE:</b> 71, 88, 120, 150, 151, 258, 290, 347, 348, 364, 381, 405, 407 <b>TWE only:</b> 16, 19, 114, 117, 129, 138, 140, 147, 156, 162, 164, 170, 172, 179, 207, 209, 211, 225, 227, 229, 232, 245, 266, 268, 270, 283, 289, 337, 374
(E) differentiate between primary and secondary sources;	<b>SB/TWE:</b> 266
(F) synthesize information from a variety of sources;	<b>SB/TWE:</b> 88, 120, 150, 151, 258, 290, 347, 348, 364, 381, 408–410
(G) differentiate between paraphrasing and plagiarism when using source materials;	<b>SB/TWE:</b> 55–57, 407
(H) examine sources for: (i) reliability, credibility, and bias; and	<b>SB/TWE:</b> 120, 150, 290–291, 376, 407, <b>TWE only:</b> 266, 271
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	<b>SB/TWE:</b> 118–119, 161–162
(I) display academic citations and use source materials ethically; and	<b>SB/TWE:</b> 88, 120, 348, 407
(J) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	<b>SB/TWE:</b> 71, 88, 120, 150, 151, 240, 258, 290, 347, 348, 364, 381, 412

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
<b>Introduction to Course</b>				
Close Reading and Annotating Texts, pp. xiv–xvi		Chapter 31: Close Reading SB: pp. 418–439 TG: p. 290	Connections: SB/TWE: 6.5.F, 6.5.G; 6.6.C, 6.6.E, 6.6.G Handbook also covers: 6.5.A, 6.5.B, 6.5.C, 6.5.D, 6.5.E, 6.5.I, 6.6.A	2 days (3 days with Handbook)
<b>Unit 1</b>				
Introduction to Unit 1, p. 7			TWE only: 6.2.B; 6.11.B	½ day
<b>Chapter 1</b>	Chapter Opener and First Read, pp. 8–15 (Citing Textual Evidence to Support Inferences)		SB/TWE: 6.2.A, 6.2.B; 6.5.F; 6.6.C, 6.6.G, 6.6.H TWE only: 6.2.A, 6.2.B; 6.6.G	2–3 days
	Second Read, pp. 15–16 (Analyzing Characters)		SB/TWE: 6.1.D; 6.5.C; 6.6.B, 6.6.C TWE only: 6.12.D	1 day
	Third Read, pp. 16–20 (Analyzing Dialogue)		SB/TWE: 6.2.B; 6.5.F; 6.6.B, 6.6.C; 6.7.D; 6.11.B TWE only: 6.6.G; 6.12.D	2 days (2½ days with Handbook)
	Language: Standard English, pp. 18–19	Chapter 2: Conventions of Standard English SB: pp. 44–47 TG: p. 10 Chapter 32: Varieties of English Dialects SB: pp. 443–444 TG: p. 296	SB/TWE, Handbook: 6.2.B; 6.6.H; 6.10.D TWE only: 6.11.D	
	Project-Based Assessment: Comic Strip p. 20 On Your Own, p. 20		SB/TWE: 6.6.H	*2–4 days per project
	Connect to Testing, pp. 21–22		SB/TWE: 6.5.F; 6.6.C; 6.11.B	½ day
				Total: 7 days (7½ days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 2	Chapter Opener and First Read, pp. 23–32 (Summarizing Plot)		SB/TWE: 6.2.A, 6.2.B; 6.6.B, 6.6.D, 6.6.H; 6.7.C; 6.8.A; 6.11.B TWE only: 6.2.A, 6.2.B; 6.6.G	3 days
	Second Read, pp. 32–33 (Analyzing Theme)		SB/TWE: 6.1.D; 6.6.F; 6.7.A; 6.9.A TWE only: 6.6.G	1 days
	Third Read, pp. 34–35 (Identifying How Word Choice Reveals Point of View)		SB/TWE: 6.1.D; 6.6.C; 6.6.F; 6.9.D; 6.11.B	2–3 days (3–4 days with Handbook)
	Language: Consistent Verb Tenses, pp. 35–36	Chapter 22: Verb Tenses; Consistent Verb Tense SB: pp. 308–310; 314 TG: p. 197	SB/TWE, Handbook: 6.10.D.ii	
	Project-Based Assessments: Milestone Map, pp. 37–38 Memoir, pp. 38–39 On Your Own, p. 39	Chapter 2: Developing and Deepening Your Ideas SB: pp. 25–29 TG: p. 10 Chapter 7: Writing a Personal Narrative SB: pp. 125–129 TG: p. 58	SB/TWE, Handbook: 6.6.E; 6.10.B.i, 6.10.B.ii, 6.10.C; 6.11.A	*2–4 days per project (5–7 days with Handbook)
	Connect to Testing, pp. 40–42		SB/TWE: 6.5.F; 6.6.B, 6.6.C, 6.6.D, 6.6.G; 6.7.C; 6.9.A; 6.11.B	1 day
				Total: 8 days (9 days with Handbook)
Chapter 3	Chapter Opener and First Read, pp. 43–50 (Understanding Word Meanings)	Chapter 32: Determining Word Meaning SB: pp. 444–455 TG: p. 296	SB/TWE, Handbook: 6.1.B, 6.1.D; 6.2.A, 6.2.B; 6.6.A; 6.6.I; 6.8.E.i TWE only: 6.2.A, 6.2.B; 6.6.G	3 days (4 days with Handbook)
	Second Read, pp. 50–53 (Identifying Claims)		SB/TWE: 6.8.E.i	1 days
	Third Read, pp. 53–55 (Identifying Reasons and Evidence)		SB/TWE: 6.C.C; 6.8.E.ii; 6.11.B	1 day (2 days with Handbook)
	Language: Quotation Marks with Direct Quotations, pp. 55–56	Chapter 28: Quotation Marks with Direct Quotations SB: pp. 388–391 TG: p. 263	SB/TWE, Handbook: 6.10.D.viii; 6.12.G	
	Project-Based Assessment: Argument Analysis, p. 56 Ridiculous Arguments, pp. 56–57 On Your Own, pp. 57	Chapter 6: Argumentative Writing SB: pp. 92–117 TG: p. 46	SB/TWE, Handbook: 6.8.E.i, 6.8.E.ii; 6.11.B, 6.11.C; 6.12.G	*2–4 days per project (5–7 days with Handbook)
	Connect to Testing, pp. 58–59		SB/TWE: 6.5.E, 6.5.F; 6.6.C; 6.8.E.i	½ day
				Total: 5½ days (7½ days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 4	Chapter Opener and First Read, pp. 60–66 (Analyzing How Key Ideas Are Developed)		SB/TWE: 6.2.A, 6.2.B; 6.5.D, 6.5.E, 6.5.G; 6.6.C, 6.6.D; 6.11.B TWE only: 6.2.A, 6.2.B; 6.5.E	2 days
	Second Read, pp. 66–67 (Understanding Author's Point of View)		SB/TWE: 6.1.D; 6.6.G TWE only: 6.5.H	2 days
	Third Read, pp. 67–69 (Comparing Ideas Presented in Multiple Texts)		SB/TWE: 6.1.D; 6.5.H; 6.6.B; 6.6.I; TWE only: 6.5.H	2 days (2½ days with Handbook)
	Language: Intensive Pronouns, pp. 69–70	Chapter 13: Reflexive and Intensive Pronouns SB: pp. 235–236 TG: p. 114	SB/TWE: 6.10.D.v	
	Project-Based Assessment: Interview and Presentation, p. 71 On Your Own, p. 71	Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 6.12.D, 6.12.J	*2–4 days per project (3–5 days with Handbook)
	Connect to Testing, pp. 72–73		SB/TWE: 6.5.E, 6.5.H; 6.6.C, 6.6.D; 6.8.D.i	½ day
				Total: 6½ days (7 days with Handbook)
Chapter 5	Chapter Opener and First Read, pp. 74–82 (Understanding Theme)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.F, 6.5.G; 6.6.A; 6.7.A; 6.8.D.ii; 6.9.A TWE only: 6.2.A, 6.2.B; 6.6.G; 6.9.C	3 days
	Second Read, pp. 83–84 (Analyzing Characters)		SB/TWE: 6.1.D; 6.8.C; 6.11.B TWE only: 6.5.F; 6.6.G	1 days
	Third Read, pp. 84–86 (Analyzing the Structure of a Play)		SB/TWE: 6.9.B; 6.11.B TWE only: 6.9.A	3 days
	Language: Punctuation in Plays, pp. 86–87		SB/TWE: 6.10.D.viii	
	Project-Based Assessments: Greek Gods and Goddesses Mini Poster, pp. 88–89 Podcast, p. 89–90 On Your Own, p. 90	Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 6.11.A; 6.12.D, 6.12.F, 6.12.I, 6.12.J	*2–4 days per project (5–6 days with Handbook)
	Connect to Testing, p. 91–92		SB/TWE: 6.5.F, 6.5.G; 6.6.C, 6.6.G; 6.8.C; 6.9.A, 6.9.B	1 day
				Total: 8 days

**Guide to Abbreviations:** SB = Student Book; TWE = Teacher Wraparound Edition; TG = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Writing an Informative Essay	Prepare to Write, p. 94 Brainstorming for Ideas, pp. 94–95 Generate Ideas, p. 96	Chapter 1: Introduction to the Writing Process SB: pp. 2–21 TG: p. 1 Chapter 5: Informational Writing SB: pp. 73–77 TG: p. 34	SB/TWE: 6.10.A; 6.11.B	2 days
	Organize Ideas, pp. 97–98 First Draft, p. 97	Chapter 5: Informational Writing SB: pp. 78–85 TG: p. 34	SB/TWE: 6.6.I; 6.10.B.i, 6.10.B.ii; 6.11.B	3–4 days
	First Peer Review, p. 99 Second Peer Review, pp. 99–100 Final Peer Review, p. 100 Final Essay, p. 100	Chapter 5: Informational Writing SB: pp. 86–91 TG: p. 34	SB/TWE: 6.1.A; 6.10.C, 6.10.D.i–ix, 6.10.E; 6.11.B	2–3 days (5–6 days with Handbook)
				Total: 9 days (12 days with Handbook)
Assessment	Practice Performance Task, pp. 101–108		SB/TWE: 6.2.B; 6.5.H; 6.6.B, 6.6.C, 6.6.G; 6.8.D.i; 6.9.A; 6.10.B.i, 6.10.B.ii, 6.10.C, 6.10.D.i–ix; 6.11.B	2 days
	Unit 1 Summative Assessment, TWE pp. 391–400		TWE only: 6.2.B; 6.5.F, 6.5.G; 6.6.C, 6.6.D; 6.8.D.i, 6.8.D.iii; 6.9.A, 6.9.B, 6.9.F; 6.11.B	2 days
				Total: 4 days
Unit 1 Total				50 days (55 days with Handbook)
Unit 2				
Introduction to Unit 2, p. 109			TWE only: 6.2.B, 6.2.C; 6.11.B	½ day
Chapter 6	Chapter Opener and First Read, pp. 110–116 (Determining the Central Idea)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.B, 6.5.G; 6.6.H; 6.8.D.i TWE only: 6.2.A, 6.2.B; 6.6.G; 6.9.D; 6.12.D	3 days
	Second Read, pp. 116–117 (Recognizing the Purpose of Repetition)		SB/TWE: 6.1.D; 6.9.A, 6.9.E TWE only: 6.8.D.iii; 6.9.D, 6.9.G; 6.10.D.vi, 6.12.D	1 day
	Third Read, pp. 118–119 (Interpreting Literary Devices)		SB/TWE: 6.1.A, 6.1.D, 6.5.D; 6.6.F; 6.9.E; 6.11.B; 6.12.H.ii TWE only: 6.9.D	2 days
	Language: Anaphora, p. 120		SB/TWE: 6.9.E	
	Project-Based Assessment: Digital Presentation, pp. 120–121 On Your Own, p. 121		SB/TWE: 6.12.D, 6.12.F, 6.12.H.i, 6.12.I, 6.12.J	*2–4 days per project
	Connect to Testing, p. 122–123		SB/TWE: 6.5.F, 6.5.G; 6.6.C, 6.6.D; 6.8.D.i; 6.9.D	½ day
				Total: 7 days

**Guide to Abbreviations:** SB = Student Book; TWE = Teacher Wraparound Edition; TG = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 7	Chapter Opener and First Read, pp. 124–128 (Uncovering a Poem's Message)	Chapter 31: Focused Re-Reading of Poetry table SB: p. 436 TG: p. 290	SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.6.H, 6.6.I; 6.9.A TWE only: 6.2.A, 6.2.B; 6.9.D, 6.9.E	2 days
	Second Read, pp. 128–129 (Understanding Images in Poetry)		SB/TWE: 6.1.B; 6.6.G; 6.9.A, 6.9.D TWE only: 6.12.D	1–2 days
	Third Read, pp. 130–131 (Recognizing a Tonal Shift)		SB/TWE: 6.1.D; 6.8.B; 6.9.A TWE only: 6.8.B	1–2 days (1½–2½ days with Handbook)
	Language: Dialect, p. 131	Chapter 32: Varieties of English Dialects SB: pp. 443–444 TG: p. 296	SB/TWE: 6.9.F TWE only: 6.11.D	
	Project-Based Assessments: Poetry Explication, p. 132 Pop-Up Poetry Presentation, p. 133 On Your Own, p. 134	Chapter 8: Writing About a Poem SB: pp. 143–147 TG: p. 74	SB/TWE: 6.8.B; 6.9.A, 6.9.B, 6.9.C, 6.9.D, 6.9.F; 6.11.B	*2–4 days per project (5–6 days with Handbook)
	Connect to Testing, pp. 135–136		SB/TWE: 6.6.C, 6.6.D; 6.9.A, 6.9.D, 6.9.E, 6.9.F	1 day
				Total: 7½ days (8 days with Handbook)
Chapter 8	Chapter Opener and First Read, pp. 137–142 (Understanding Character Development)		SB/TWE: 6.2.A, 6.2.B; 6.6.C; 6.7.D TWE only: 6.2.A, 6.2.B; 6.6.G; 6.12.D, 6.12.E	2 days
	Second Read, pp. 142–147 (Analyzing How Chapters Develop the Author's Ideas)		SB/TWE: 6.1.D; 6.9.B TWE only: 6.2.A, 6.2.B; 6.6.G; 6.12.D	1 day
	Third Read, pp. 147–148 (Determining the Author's Point of View)		SB/TWE: 6.5.E; 6.6.E; 6.9.A TWE only: 6.6.G	2 days (2½ days with Handbook)
	Language: Comma with an Introductory Phrase, pp. 149–150	Chapter 27: End Marks and Commas SB: pp. 379–380 TG: p. 251	SB/TWE: 6.10.D.viii	
	Project-Based Assessments: Digital Presentation, pp. 150–151 Staged Interview, pp. 151 On Your Own, p. 152	Chapter 10: Develop a Plan for Research; Evaluating Sources SB: pp. 187–188 TG: p. 90 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 6.1.C; 6.12.C, 6.12.D, 6.12.F, 6.12.H.i, 6.12.J	*2–4 days per project (3–5 days per project with Handbook)
	Connect to Testing, pp. 153–154		SB/TWE: 6.5.F; 6.6.C, 6.6.D, 6.6.G; 6.7.D	1 day
				Total: 6 days (6 ½ days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 9	Chapter Opener and First Read, pp. 155–160 (What the Speech Says)		SB/TWE: 6.2.A, 6.2.B; 6.5.E, 6.5.G; 6.6.H; 6.8.E.iii; 6.9.A TWE only: 6.2.A, 6.2.B; 6.5.E; 6.12.D	2 days
	Second Read, pp. 161–162 (Exploring Rhetoric)		SB/TWE: 6.1.D; 6.2.C; 6.9.E, 6.9.G; 6.12.H.ii TWE only: 6.5.H; 6.12.D	1 day
	Third Read, p. 162–164 (Determining a Speaker's Purpose)		SB/TWE: 6.9.A, 6.9.B TWE only: 6.8.E.iii; 6.12.D	2 days
	Language: Repetition in Rhetoric, p. 164	Chapter 10: Rhetorical Device or Faulty Reasoning? SB: p. 191 TG: p. 90	SB/TWE: 6.9.E, 6.9.G	
	Project-Based Assessments: Graduation Speech, p. 165 Speedy Speeches, pp. 165–167 On Your Own, p. 167	Chapter 33: Speaking Effectively SB: pp. 459–461 TG: p. 308 Chapter 7: Writing a Personal Narrative SB: pp. 125–129 TG: p. 58	SB/TWE: 6.1.C	*2–4 days per project (3–5 days per project with Handbook)
	Connect to Testing, p. 168		SB/TWE: 6.5.F; 6.6.C; 6.9.A	½ day
				Total: 5½ days
Chapter 10	Chapter Opener and First Read, pp. 169–179 (Understanding Plot and Characters in Drama)		SB/TWE: 6.2.A, 6.2.B; 6.5.B; 6.6.G, 6.6.H; 6.8.C TWE only: 6.2.A, 6.2.B; 6.5.F; 6.12.D	3 days
	Second Read, pp. 179–180 (Determining the Theme)		SB/TWE: 6.1.D; 6.7.A; 6.9.A TWE: 6.5.H	1 day
	Third Read, p. 180–182 (Comparing the Play with the Film)		SB/TWE: 6.5.H; 6.6.I; 6.7.A; 6.8.F	2 days (2½ days with Handbook)
	Language: Ellipsis, pp. 182–83	Chapter 29: Dashes, Ellipses, and Parentheses SB: p. 203 TG: p. 271	SB/TWE: 6.10.D.viii	
	Project-Based Assessments: Readers Theater, p. 183–184 Write a New Ending, pp. 184–185 On Your Own, p. 185	Chapter 33: Speaking Effectively; Communicating and Collaborating in Groups SB: pp. 459–461; 472–477 TG: p. 308 Chapter 7: Writing a Scene for a Play SB: pp. 139–142 TG: p. 58	SB/TWE: 6.1.C; 6.1.D; 6.11.A	*2–4 days per project (3–5 days per project with Handbook)
	Connect to Testing, pp. 186–187		SB/TWE: 6.5.F; 6.6.C; 6.7.D; 6.8.C; 6.11.B	½ day
				Total: 6½ days (7 days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Writing a Personal Narrative	Prepare to Write, p. 188 Brainstorming, p. 189–191	Chapter 7: Writing a Personal Narrative SB: pp. 125–129 TG: p. 58	SB/TWE: 6.2.A, 6.2.B; 6.10.A; 6.11.A	2 days
	Organize Ideas, pp. 191–192 Develop Character, pp. 191–192 Add Style, p. 192 First Draft, pp. 193–194		SB/TWE: 6.10.B.i, 6.10.B.ii; 6.11.A	2–3 days
	First Peer Review, p. 194 Self Review, p. 195 Final Peer Review, p. 196 Final Essay, p. 196		SB/TWE: 6.1.A, 6.1.D; 6.10.C, 6.10.D.i–ix, 6.10.E; 6.11.A	2 days
				Total: 7 days (8 days with Handbook)
Assessment	Practice Performance Task, pp. 197–206		SB/TWE: 6.2.B; 6.5.F, 6.5.G, 6.5.H; 6.6.B, 6.6.C, 6.6.G; 6.8.D.i; 6.9.A, 6.9.D; 6.10.B.i, 6.10.B.ii, 6.10.C, 6.10.D.i–ix; 6.11.B	4 days
	Unit 2 Summative Assessment, TWE pp. 401–410		TWE only: 6.2.B; 6.5.F, 6.5.G; 6.6.C, 6.6.D, 6.6.G; 6.7.C; 6.8.D.i, 6.9.A, 6.9.D, 6.9.F; 6.11.B	2 days
				Total: 6 days
Unit 2 Total				40 days (42 days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Unit 3				
Introduction to Unit 3, p. 207			TWE only: 6.9.D; 6.11.B; 6.12.D	½ day
Chapter 11	Chapter Opener and First Read, pp. 208–212 (Determining Theme)		SB/TWE: 6.A.B, 6.1.D; 6.2.A, 6.2.B; 6.5.C; 6.6.D; 6.6.H; 6.7.A; 6.9.A, 6.9.C TWE only: 6.2.A, 6.2.B; 6.6.G; 6.12.D	2 days
	Second Read, pp. 212–215 (Analyzing Sensory Language)		SB/TWE: 6.1.D; 6.9.A, 6.9.D, 6.9.F TWE only: 6.6.G; 6.8.B	1 day
	Third Read, pp. 215–218 (Analyzing Structure)		SB/TWE: 6.8.B; 6.9.A, 6.9.D, 6.9.F; 6.11.B	2–3 days
	Language: Using Commas with Direct Address, pp. 218–219	Chapter 27: Commas with Direct Address SB: p. 381 TG: p. 251	SB/TWE: 6.10.D.viii	
	Project-Based Assessments: Poetry Puzzle, pp. 219–220 Free Verse Poem, pp. 220–221 On Your Own, p. 221	Chapter 7: Sound Devices Chart; Rhythm and Meter; Writing a Poem SB: pp. 143–147 TG: p. 58	SB/TWE: 6.1.D; 6.10.A; 6.11.A	*2–3 days per project (3–4 days with Handbook)
	Connect to Testing, pp. 222–223		SB/TWE: 6.6.C, 6.6.G; 6.7.A; 6.9.A, 6.9.D, 6.9.F	½ day
				Total: 7 days

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 12	Chapter Opener and First Read, pp. 224–229 (Analyzing Exposition)		SB/TWE: 6.2.A, 6.2.B; 6.5.B, 6.5.F; 6.6.H; 6.7.C TWE only: 6.2.A, 6.2.B; 6.6.G; 6.12.D	2 days
	Second Read, pp. 229–232 (Analyzing Character Development)		SB/TWE: 6.1.D; 6.7.B TWE only: 6.5.F; 6.6.G; 6.12.D	1 days
	Third Read, pp. 232–237 (Analyze an Episode in a Novel)		SB/TWE: 6.1.D; 6.7.B; 6.9.B	2–3 days (3–4 days with Handbook)
	Language: Using Pronouns in the Correct Case, pp. 237–239	Chapter 13: Pronouns SB: pp. 233–235 TG: p. 114 Chapter 23: The Cases of Personal Pronouns SB: p. 319 TG: p. 207	SB/TWE: 6.10.D.v	
	Project-Based Assessments: Add a Chapter, p. 240 Podcast, pp. 240–241 On Your Own, p. 241	Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58 Chapter 8: How Literary Elements Contribute to Meaning SB: pp. 153–154 TG: p. 74 Chapter 33: Speaking Effectively SB: pp. 459–461 TG: p. 308	SB/TWE: 6.6.E; 6.11.A; 6.12.J	*2–4 days per project (6–8 days with Handbook)
	Connect to Testing, pp. 242–243		SB/TWE: 6.5.F; 6.6.C; 6.7.B, 6.7.C	½ day
				Total: 6½ days (7½ days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 13	Chapter Opener and First Read, pp. 244–251 (Using Details to Determine the Central Idea)		SB/TWE: 6.2.A, 6.2.B; 6.5.G; 6.6.A, 6.6.G, 6.6.H; 6.8.D.i TWE only: 6.2.A, 6.2.B; 6.5.F; 6.12.D	2–3 days
	Second Read, pp. 252–254 (Analyzing Varying Points of View in a Narrative)		SB/TWE: 6.1.D; 6.5.B, 6.5.E; 6.9.E TWE only: 6.5.H; 6.8.F	1 day
	Third Read, pp. 254–256 (Integrating Visuals and a Text)		SB/TWE: 6.1.D; 6.5.H; 6.8.F; 6.11.B	1–2 days
	Language: Capitalization of Proper Nouns, p. 257	Chapter 26: Proper Nouns and Adjectives SB: pp. 362–369 TG: p. 241	SB/TWE: 6.10.D.vii	
	Project-Based Assessment: Poster of Protest, p. 258–259 Roundtable Discussion, p. 260 On Your Own, p. 261	Chapter 6: Claims and Counterclaims; Facts and Opinions SB: pp. 95–96 TG: p. 46 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 6.1.A, 6.1.D; 6.12.B, 6.12.D, 6.12.F, 6.12.J	*2–4 days (4–6 days with Handbook)
	Connect to Testing, pp. 262–264		SB/TWE: 6.5.F, 6.5.H; 6.6.C, 6.6.G	1 day
				Total: 7 days
Chapter 14	Chapter Opener and First Read, pp. 265–270 (Identifying the Central Idea)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.G; 6.6.D, 6.6.G, 6.6.H; 6.8.A; 6.8.D.i TWE only: 6.2.A, 6.2.B; 6.5.C, 6.5.G; 6.12.D; 6.12.H.i	2 days
	Second Read, pp. 270–272 (Understanding Author's Purpose)		SB/TWE: 6.1.A, 6.1.D; 6.9.A; 6.12.H.i	1–2 days
	Third Read, pp. 272–274 (Comparing and Contrasting Presentations of Events)		SB/TWE: 6.1.D; 6.5.G, 6.5.H; 6.6.B; 6.11.B	2 days
	Language: Commas with Lists	Chapter 2: Commas That Separate SB: pp. 376–381 TG: p. 10	SB/TWE: 6.10.D.viii	
	Project-Based Assessment: Write a Protest Song, pp. 275–276 On Your Own, p. 277	Chapter 7: Writing a Poem SB: pp. 143–147 TG: p. 58	SB/TWE:	*2–4 days per project (3–5 days with Handbook)
	Connect to Testing, pp. 278–279		SB/TWE: 6.2.B; 6.5.G, 6.5.H; 6.6.B, 6.6.C; 6.9.A	½ day
				Total: 6½ days

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 15	Chapter Opener and First Read, pp. 280–285 (Defining Key Terms)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.E; 6.6.H TWE only: 6.2.A, 6.2.B; 6.5.G; 6.12.D	2 days
	Second Read, pp. 285–287 (Identifying Claims)		SB/TWE: 6.1.D; 6.8.E.i; 6.9.A TWE only: 6.5.G; 6.8.E.i	1 day
	Third Read, pp. 287–289 (Identifying and Explaining Supporting Evidence)		SB/TWE: 6.1.D; 6.5.E; 6.8.E.i, 6.8.E.ii TWE only: 6.12.D	2 days (2½ days with Handbook)
	Language: Dashes, pp. 289–290	Chapter 29: Dashes, Ellipses, and Parentheses SB: p. 203 TG: p. 271	SB/TWE: 6.10.D.viii	
	Project-Based Assessment: Timeline, pp. 290–291 On Your Own, p. 291	Chapter 10: Evaluating Sources SB: pp. 188–189 TG: p. 90	SB/TWE: 6.12.D, 6.12.F, 6.12.H.i, 6.12.J	*2–4 days per project
	Connect to Testing, pp. 292–293		SB/TWE: 6.2.B; 6.6.C, 6.6.D; 6.9.A	1 day
				Total: 6 days (6½ days with Handbook)
Writing a Literary Analysis	Prepare to Write, p. 294 Brainstorm, pp. 295 Generate Ideas, pp. 295–298	Chapter 8: Writing About Literary Texts SB: pp. 148–165 TG: p. 74	SB/TWE: 6.8.E.i, 6.8.E.ii, 6.8.E.iii; 6.10.A; 6.11.B TWE only: 6.2.A, 6.2.B	3 days
	Organize Ideas, pp. 298 First Draft, p. 299		SB/TWE: 6.10.B.i, 6.10.B.ii; 6.11.B	2 days
	First Peer Review, p. 300 Second Peer Review, p. 300 Final Peer Review, p. 301 Final Essay, p. 301		SB/TWE: 6.1.A, 6.1.D; 6.10.C, 6.10.D; 6.10.E; 6.11.B	2 days
				Total: 8 days (11 days with Handbook)
Assessment	Practice Performance Task, pp. 302–306		SB/TWE: 6.2.B; 6.5.F, 6.5.H; 6.6.C, 6.6.H; 6.9.A, 6.9.D; 6.10.B.i, 6.10.B.ii, 6.10.C, 6.10.D; 6.11.C	3 days
	Unit 3 Summative Assessment, TWE pp. 411–419		TWE only: 6.2.B; 6.5.G; 6.6.C, 6.6.G; 6.8.D.i; 6.9.A, 6.9.B, 6.9.F; 6.11.B	2 days
				Total: 5 days
Unit 3 Total				46 days (50½ days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Unit 4				
Introduction to Unit 4, p. 307			TWE only: 6.1.D; 6.11.B	½ day
Chapter 16	Chapter Opener and First Read, pp. 308–316 (Summarizing Events)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.D; 6.6.D, 6.6.H TWE only: 6.2.A, 6.2.B; 6.5.C; 6.5.F; 6.6.G	2–3 days
	Second Read, pp. 316–319 (Making Inferences About Characters)		SB/TWE: 6.5.F; 6.6.C, 6.6.G	2 days
	Third Read, pp. 319–322 (Understanding Point of View)		SB/TWE: 6.1.D; 6.5.F; 6.6.C	2 days
	Language: Idioms, pp. 322–323		SB/TWE: 6.9.F	
	Project-Based Assessments: Biopoem, p. 324–325 Change the Point of View, p. 325 On Your Own, p. 326		SB/TWE: 6.5.C; 6.11.A	*2–4 days per project
	Connect to Testing, pp. 326–329		SB/TWE: 6.5.F; 6.5.G; 6.6.B, 6.6.C	½ day
				Total: 8 days
Chapter 17	Chapter Opener and First Read, pp. 330–341 (Determining Word Meanings)		SB/TWE: 6.1.D; 6.2.A, 6.2.B, 6.2.C; 6.5.B, 6.5.E; 6.6.H; 6.8.D.iii, 6.8.E.iii; 6.9.A TWE only: 6.2.A, 6.2.B; 6.5.F, 6.5.G; 6.12.D	2 days
	Second Read, pp. 341–343 (Analyzing Development of the Central Idea)		SB/TWE: 6.5.G; 6.8.D.i	1 day
	Third Read, pp. 343–345 (Analyzing the Structure of a Text)		SB/TWE: 6.1.D; 6.6.F; 6.8.D.i, 6.8.D.ii, 6.8.D.iii; 6.9.B; 6.11.B	2–3 days
	Language: Colons, pp. 345–346	Chapter 29: Colons SB: p. 400 TG: p. 271	SB/TWE: 6.10.D.viii	
	Project-Based Assessments: Pictorial Presentation, pp. 346–347 Brochure, pp. 347–348 On Your Own, p. 348		SB/TWE: 6.6.E; 6.12.D, 6.12.F, 6.12.I, 6.12.J	*2–4 days per project
	Connect to Testing, pp. 349–351		SB/TWE: 6.2.B; 6.5.G; 6.6.C; 6.8.D.i, 6.8.D.iii	½ day
				Total: 6½ days

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 18	Chapter Opener and First Read, pp. 352–358 (Summarizing Central Ideas)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.B, 6.5.D, 6.5.G; 6.6.D, 6.6.E, 6.6.H TWE only: 6.2.A, 6.2.B; 6.9.D	2 days
	Second Read, pp. 358–359 (Analyzing Word Choice)		SB/TWE: 6.9.D, 6.9.F	1 day
	Third Read, pp. 360–361 (Comparing and Contrasting Texts)		SB/TWE: 6.1.D; 6.5.H; 6.6.F; 6.9.A TWE only: 6.5.H	2 days
	Language: Pronouns, pp. 361–363		SB/TWE: 6.10.D.v	
	Project-Based Assessment: Compare/Contrast Essay, pp. 363–364 Digital Presentation, p. 364 On Your Own, p. 365	Chapter 1: Introduction to the Writing Process SB: pp. 2–21 TG: p. 1 Chapter 4: Writing Effective Compositions SB: pp. 60–71 TG: p. 26	SB/TWE: 6.5.H; 6.9.A, 6.9.D, 6.9.F; 6.11.B; 6.12.D, 6.12.F, 6.12.J	*2–4 days per project (7–9 days with Handbook)
	Connect to Testing, pp. 366–368		SB/TWE: 6.5.H; 6.6.C; 6.9.A, 6.9.D, 6.9.F	
				Total: 5½ days
Chapter 19	Chapter Opener and First Read, pp. 369–374 (Defining Key Terms)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.B, 6.5.I; 6.6.H; 6.7.A; 6.8.E.i TWE only: 6.2.A, 6.2.B; 6.5.G; 6.8.E.i; 6.12.D	2 days
	Second Read, pp. 374–376 (Identifying Claims)		SB/TWE: 6.1.D; 6.8.E.i, 6.8.E.ii; 6.12.H.i	1 day
	Third Read, pp. 376–378 (Integrating Information from a Text and a Graph)		SB/TWE: 6.1.D; 6.5.H; 6.8.F TWE only: 6.5.E	2 days
	Language: Varying Sentence Patterns, pp. 378–379	Chapter 12: Kinds of Sentences SB: pp. 228–229 TG: p. 102	SB/TWE: 6.10.C	
	Project-Based Assessment: Roundtable Discussion, pp. 379–380 Bringing Awareness Project, p. 381 On Your Own, p. 382	Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308 Chapter 6: The Rhetoric of Persuasion SB: pp. 97–101 TG: p. 46	SB/TWE: 6.1.A, 6.1.C, 6.1.D; 6.6.E; 6.12.A, 6.12.B, 6.12.C, 6.12.D, 6.12.F, 6.12.J	*2–4 days per project (4–6 days with Handbook)
	Connect to Testing, pp. 383–385		SB/TWE: 6.5.H; 6.6.C, 6.6.D; 6.8.E.i, 6.8.E.ii	
				Total: 6 days

**Guide to Abbreviations:** SB = Student Book; TWE = Teacher Wraparound Edition; TG = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

# Lesson Planner

Connections: English Language Arts Grade 6		Connections: Writing & Language Handbook	Grade 6 TEKS	Time needed
Chapter 20	Chapter Opener and First Read, pp. 386–393 (Identifying a Theme)		SB/TWE: 6.1.D; 6.2.A, 6.2.B; 6.5.B; 6.6.H; 6.8.A; 6.9.A TWE only: 6.2.A, 6.2.B; 6.5.G	2–3 days
	Second Read, pp. 393–396 (Analyzing Sensory Description)		SB/TWE: 6.1.D; 6.9.F	1–2 days
	Third Read, pp. 396–397 (Analyzing Author's Craft)		SB/TWE: 6.1.D; 6.8.D.ii; 6.9.A, 6.9.B, 6.9.D	2–3 days
	Language: Commas Before Conjunctions, p. 398	Chapter 27: Compound Sentences SB: p. 378 TG: p. 251	SB/TWE: 6.10.D.viii	
	Project-Based Assessments: Literary Analysis, p. 399 Write a Fable, p. 400	Chapter 8: Writing About Literary Texts SB: pp. 148–165 TG: p. 74 Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 6.8.A; 6.9.A, 6.9.D, 6.9.F; 6.11.A, 6.11.B	*2–4 days per project (5–7 days with Handbook)
	Connect to Testing, pp. 401–402		SB/TWE: 6.5.F; 6.6.C; 6.9.A, 6.9.D, 6.9.F	½ day
				Total: 8½ days
Writing an Argument	Prepare to Write, pp. 403–404 Brainstorm for a Topic, pp. 404–405 Gather Information, p. 405 Write a Claim, pp. 405–406	Chapter 6: Argumentative Writing SB: pp. 93–109 TG: p. 46	SB/TWE: 6.10.A; 6.11.C; 6.12.C, 6.12.D	3 days
	Conduct Research, p. 407 Taking Notes, p. 407 Organize Your Ideas, pp. 408–409 First Draft, p. 410	Chapter 6: Argumentative Writing SB: pp. 106–111 TG: p. 46	SB/TWE: 6.6.E, 6.6.I; 6.10.B.i, 6.10.B.ii; 6.11.C; 6.12.D, 6.12.F, 6.12.G, 6.12.H.i, 6.12.I	4–5 days
	Revision, pp. 410–411 Final Essay, p. 412	Chapter 6: Argumentative Writing SB: pp. 112–117 TG: p. 46	SB/TWE: 6.1.A, 6.1.D; 6.10.C, 6.10.D.i–ix, 6.10.E; 6.11.C; 6.12.J	3 days
				Total: 11 days (16 days with Handbook)
Assessment	Practice Performance Task, pp. 413–419		SB/TWE: 6.2.B; 6.5.F, 6.5.G, 6.5.H; 6.6.C, 6.6.D, 6.6.G; 6.10.B.i, 6.10.B.ii, 6.10.C, 6.10.D.i–ix; 6.11.B, 6.11.C	3 days
	Unit 4 Summative Assessment, TWE pp. 420–428		TWE only: 6.2.B; 6.5.F, 6.5.G; 6.6.C, 6.6.G; 6.8.B, 6.8.D.iii; 6.9.A, 6.9.B, 6.9.D, 6.9.E, 6.9.F; 6.11.B	2 days
	End-of-Course Summative Assessment, TWE pp. 429–443		TWE only: 6.2.B; 6.5.F, G, H; 6.6.B, C, D, G; 6.7.A, 6.7.B; 6.8.D.i, 6.8.D.iii, 6.8.E.i, 6.8.E.ii; 6.9.A, 6.9.B, 6.9.C, 6.9.D, 6.9.E, 6.9.F; 6.10.D; 6.11.B	2 days
				Total: 7 days
Unit 4 Total				52½ days (57½ days with Handbook)

**Guide to Abbreviations:** **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.