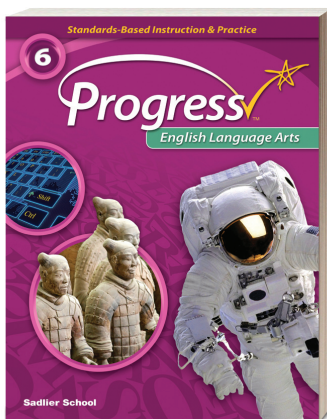SADLIER

Progress
English Language Arts
Standards-Based Instruction & Practice

Aligned to the

Colorado
Academic Standards in Reading, Writing & Communicating

Sixth Grade

Contents

Sadlier

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1. Oral Expression and Listening

Prepared Graduates:
➢ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Concepts and skills students master:
1. Successful group discussions require planning and participation by all

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. 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. (CCSS: SL.6.4)	**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
b. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)	**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)
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	**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

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Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
d. 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. (CCSS: SL.6.1)	
i. 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. (CCSS: SL.6.1a)	**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
ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)	**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
iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)	**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
iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	**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

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	See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
e. 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. (CCSS: SL.6.2)	**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
f. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	**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
g. Use evidence to develop credibility (such as citing textual evidence to support opinions)	
h. Recognize the difference between informal and formal language and make choices appropriate for group purposes	

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2. Reading for All Purposes

Prepared Graduates:
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Concepts and skills students master:
1. Literary texts are understood and interpreted using a range of strategies

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. Use Key Ideas and Details to:	
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	**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
ii. 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. (CCSS: RL.6.2)	**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
iii. 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. (CCSS: RL.6.3)	**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
b. Use Craft and Structure to:	
i. 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. (CCSS: RL.6.4)	**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

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ii. 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. (CCSS: RL.6.5)	**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
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	**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

c. Use Integration of Knowledge and Ideas to:

i. 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. (CCSS: RL.6.7)	**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
ii. 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. (CCSS: RL.6.9)	**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

d. Use Range of Reading and Complexity of Text to:

i. 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. (CCSS: RL.6.10)	**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

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	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
	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
e. Use different kinds of questions to clarify and extend comprehension	
f. Identify how the author uses dialogue and specific word choice to achieve an effect	

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2. Reading for All Purposes

Prepared Graduates:

➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Concepts and skills students master:

2. Organizing structure to understand and analyze factual information

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Students can:	
a. Use Key Ideas and Details to:	
i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
iv. Distinguish between fact and opinion, providing support for judgments made	
b. Use Craft and Structure to:	
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS: RI.5.4)	**Unit 7 Reading Informational Text:** Craft and Structure **Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

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	Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
ii. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)	**Unit 7 Reading Informational Text: Craft and Structure** **Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)	**Unit 7 Reading Informational Text: Craft and Structure** **Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks	
c. Use Integration of Knowledge and Ideas to:	
i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online

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iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55 **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78 **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 **Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 **Close Reading:** "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 **Connect Across Texts:** Compare and Contrast—p. 79 **Unit 3 Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82 **Unit 7 Reading Informational Text: Craft and Structure** **Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149 **Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172 **Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155 **Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161 **Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167 **Close Reading:** "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 **Connect Across Texts:** Support a Claim—p. 198 **Unit 7 Review:** "An Endangered Turtle" (Magazine Article)—pp. 175–176

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	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. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254 **Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237 **Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243 **Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249 **Close Reading:** "Letters Home" (Letters)—pp. 250–254 **Connect Across Texts:** Compare and Contrast Texts—p. 255 **Unit 11 Review:** "Seward's Folly" (Explanatory Text)—pp. 257–258

2. Reading for All Purposes

Prepared Graduates:
> Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Concepts and skills students master:
3. Word meanings are determined by how they are designed and how they are used in context

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. 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. (CCSS: L.6.4)	
i. 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. (CCSS: L.6.4a)	**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
ii. Make connections back to previous sentences and ideas to resolve problems in comprehension	
iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). (CCSS: L.6.4b)	**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 **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

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iv. Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word	
v. 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. (CCSS: L.6.4c)	**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
vi. 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). (CCSS: L.6.4d)	**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
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)	
i. Interpret figures of speech (e.g., personification) in context. (CCSS: L.6.5a)	**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
ii. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS: L.6.5b)	**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
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). (CCSS: L.6.5c)	**Unit 5 Reading Literature: Craft and Structure** **Language:** Figures of Speech/Connotations—p. 147 SEE ALSO Introducing Unit 5/Home Connect—pp. 113–114 Unit 5 Review—pp. 148–150

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c. 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. (CCSS: L.6.6)	**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

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3. Writing and Composition

Prepared Graduates:

➢ Write with a clear focus, coherent organization, sufficient elaboration, and detail

Concepts and skills students master:

1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)	**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
i. 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. (CCSS: W.6.3a)	**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
ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)	**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
iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Transition Words and Phrases to Signal Shifts in Time and Place—pp. 51, 53
iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)	**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

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v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)	**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
b. Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers)	
c. Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts	
d. Organize literary and narrative texts using conventional organizational patterns of the chosen genre	
e. Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text	
f. Use word choice, sentence structure, and sentence length to create voice and tone in writing	

3. Writing and Composition

Prepared Graduates:
➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail

Concepts and skills students master:
2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1)	**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
i. Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a)	**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

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ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b)	**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
iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c)	**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
iv. Establish and maintain a formal style. (CCSS: W.6.1d)	**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
v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	**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
b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)	**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 **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

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Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
	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
i. 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. (CCSS: W.6.2a)	**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
ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **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
iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)	**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

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	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
iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)	**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
v. Establish and maintain a formal style. (CCSS: W.6.2e)	**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 **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
vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)	**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

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c. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure	
d. Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs	
e. Write to pursue a personal interest, to explain, or to persuade	
f. Write to analyze informational texts (explains the steps in a scientific investigation)	
g. Analyze and improve clarity of paragraphs and transitions	
h. Select vocabulary and information to enhance the central idea	
i. Identify persuasive elements in a peer's writing and critique the effectiveness	

3. Writing and Composition

Prepared Graduates:
➤ Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:
3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy

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Students can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)	
i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)	**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
ii. Use intensive pronouns (e.g., *myself*, *ourselves*). (CCSS: L.6.1b)	**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

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iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)	**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
iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)	**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
v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)	**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
vi. Identify fragments and run-ons and revise sentences to eliminate them	
vii. Use coordinating conjunctions in compound sentences	
viii. Maintain consistent verb tense within paragraph.	
ix. Choose adverbs to describe verbs, adjectives, and other adverbs	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)	
i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)	**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 **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

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ii. Spell correctly. (CCSS: L.6.2b)	**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
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)	
i. Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)	**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
ii. Maintain consistency in style and tone. (CCSS: L.6.3b)	**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
d. 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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)	**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

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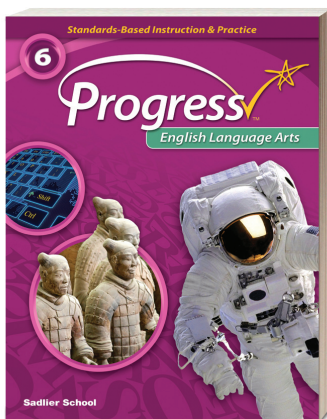
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	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 254—p. 260
e. 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. (CCSS: W.6.5)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Draft a Nonfictional Narrative**—p. 53 **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
f. 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. (CCSS: W.6.6)	**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)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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4. Research and Reasoning

Prepared Graduates:

➢ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Concepts and skills students master:

1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	**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
i. Identify a topic for research, developing the central idea or focus and potential research question(s)	
b. 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. (CCSS: W.6.8)	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **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
i. Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions	
ii. Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.	

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c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

    i. Follow established criteria for evaluating accuracy, validity, and usefulness of information

    ii. Select and organize information, evidence, details, or quotations that support the central idea or focus

    iii. 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"). (CCSS: W.6.8a)

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
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

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Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6

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

iv. 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"). (CCSS: W.6.8b)

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 (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

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Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
	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

4. Research and Reasoning

Prepared Graduates:
➢ Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

Concepts and skills students master:
2. Assumptions can be concealed, and require identification and evaluation

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. Accurately identify own assumptions, as well as those of others	
b. Make assumptions that are consistent with one another	
c. Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions	
d. Identify stereotypes, prejudices, biases, and distortions in self and thinking of others	
e. Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability	

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4. Research and Reasoning

Prepared Graduates:
➢ Articulate the position of self and others using experiential and material logic

Concepts and skills students master:
3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

Sixth Grade Evidence Outcomes	Sadlier *Progress English Language Arts*, Grade 6
Students can:	
a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision	
b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)	