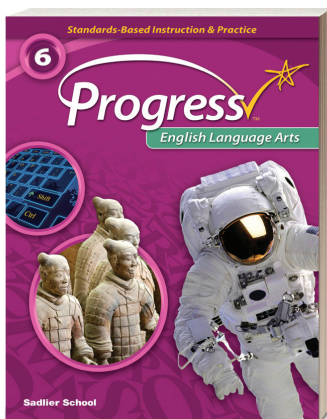SADLIER

Progress
English Language Arts
Standards-Based Instruction & Practice

Aligned to the

English Language Arts Georgia Standards of Excellence (GSE)

Grade 6

Contents

Sadlier

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Key Ideas and Details

ELAGSE6RL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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
ELAGSE6RL2	Determine a theme and/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.	**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
ELAGSE6RL3	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.	**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

Craft and Structure

| ELAGSE6RL4 | 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. | **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 |
| ELAGSE6RL5 | 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. | **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
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ELAGSE6RL6	Explain how an author develops the point of view of the narrator or speaker in a text.	**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

Integration of Knowledge and Ideas

ELAGSE6RL7	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.	**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
ELAGSE6RL8	(Not applicable to literature).	
ELAGSE6RL9	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.	**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

Range of Reading and Level of Text Complexity

ELAGSE6RL10	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.	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41 **Drawing Inferences:** "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12–19 **Determining Theme:** "My Cousin's *Quinceañera*" (Realistic Fiction)—pp. 20–27 **Describing Plot:** "The Man Who Loved to Laugh" (Drama)—pp. 28–35 **Close Reading:** "Crow Brings the Daylight" (Native American Inuit Myth)—pp. 36–41 **Connect Across Texts:** Compare and Contrast Texts—p. 42 **Unit 1 Review:** "The Cruel Crane Outwitted"/"The Talkative Tortoise"—pp. 39–40

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	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
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Reading Informational   RF

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Key Ideas and Details

ELAGSE6RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Unit 3 Reading Informational Text: Key Ideas and Details** **Drawing Inferences:** "Blood Types" by Dr. Miles Waverline (Science Magazine Article)—pp. 64–71 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online
ELAGSE6RI2	Determine a 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.	**Unit 3 Reading Informational Text: Key Ideas and Details** **Determining Central Idea and Details:** "Prosthetic Devices and the Paralympics" (Explanatory Text)—pp. 72–79 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online
ELAGSE6RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**Unit 3 Reading Informational Text: Key Ideas and Details** **Analyzing the Development of Key Ideas:** "Through a Microscope" (Technical Text/Procedural)—pp. 80–87 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Alan Turing: Codebreaker" (Biography/Historical Nonfiction)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online

Craft and Structure

ELAGSE6RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**Unit 7 Reading Informational Text:** Craft and Structure **Determining Word Meanings**: "Saving the Ozone Layer" (Technical Text)—pp. 168–175 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: "Tropical Rainforest or Tundra: Which Would You Choose?" (Explanatory Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online
ELAGSE6RI5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**Unit 7 Reading Informational Text: Craft and Structure** **Analyzing Text Structure:** "Earthquake" (Scientific Text)—pp. 176–183 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: "Tropical Rainforest or Tundra: Which Would You Choose?" (Explanatory Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online

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ELAGSE6RI6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**Unit 7 Reading Informational Text: Craft and Structure** **Determining Author's Point of View or Purpose:** "Spokane County's Wastewater Plan to Be Derailed?" (Opinion Piece)— pp. 184–191 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: "Tropical Rainforest or Tundra: Which Would You Choose?" (Explanatory Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online

Integration of Knowledge and Ideas

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ELAGSE6RI7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Integrating Information from Different Sources:** "Primary Elections" by Nelly Anspach, Contributing Editor, One Vote www.onevote.net (Web Article)—pp. 264–271 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online
ELAGSE6RI8	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.	**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
ELAGSE6RI9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Comparing and Contrasting Presentation of Events:** "Abraham Lincoln: Wartime President" (Biography)—pp. 280– 287 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: "A Woman for Our Times" (Letter to the Editor)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online

Range of Reading and Level of Text Complexity

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6
ELAGSE6RI10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**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

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    98

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    (Technical Text)—pp. 168–175
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    176–183
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    County's Wastewater Plan to Be Derailed?" (Opinion Piece)—
    pp. 184–191
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    You Choose?" (Explanatory Text)—pp. 192–197
Connect Across Texts: Support a Claim—p. 198
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    Space Colonies"—pp. 200–202

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Knowledge and Ideas**
Introducing Unit 11/Home Connect—pp. 261–262
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    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
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    Inaugural Address" [excerpts]—pp. 296–298

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Introducing Unit 11/Home Connect—pp. 261–262
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    Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283,
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Integrating Information from Different Sources: "Primary
    Elections" by Nelly Anspach, Contributing Editor, One Vote
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Text Types and Purposes

ELAGSE6W1	Write arguments to support claims with clear reasons and relevant evidence.	**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
	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	**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
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**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
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**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
	d. Establish and maintain a formal style.	**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
	e. Provide a concluding statement or section that follows from and supports the argument presented.	**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
ELAGSE6W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**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. 154–157 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164
		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

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	Performance Task 1 **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314 **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320
	Performance Task 2 **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324 **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330
a. Introduce a topic clearly, previewing what is to follow; 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.	**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
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**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
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**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
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**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
e. Establish and maintain a formal style.	**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
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**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
ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**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

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	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
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**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
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**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
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**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
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**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
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**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

Production and Distribution of Writing

ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**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

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Writing   W

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 6
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 102–105 **Unit 4 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion piece—pp. 206–209 **Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 209—p. 216
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 254—p. 260
ELAGSE6W5	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)
	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
ELAGSE6W6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	**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

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STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6
	See also **Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Research to Build and Present Knowledge

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6
ELAGSE6W7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**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
ELAGSE6W8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**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
ELAGSE6W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	**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

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STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6
	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
	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
b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	**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

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STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6
	Determining Author's Point of View or Purpose: "Spokane County's Wastewater Plan to Be Derailed?" (Opinion Piece)—pp. 184–191
	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 **Connect Across Texts:** Compare and Contrast Texts—p. 294 **Unit 11 Review:** "President Franklin Roosevelt"/"FDR's First Inaugural Address" [excerpts]—pp. 296–298
	Performance Task 1 **Part 3: Research Simulation**—pp. 311, 318–320
	Performance Task 2 **Part 3: Research Simulation**—pp. 321, 328–330

Range of Writing

ELAGSE6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Connect Across Texts (**complete the chart/write a brief essay): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198
		Unit 2 Text Types and Purposes: Write Nonfictional Narratives **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53 **Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60
		Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112
		Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 102–105 **Unit 4 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

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STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 6
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion piece—pp. 206–209 **Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 209—p. 216
	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**—pp. 300–302 **Step 2: Drafting**—p. 303 **Step 3: Revising**—pp. 304–305 **Step 4: Editing**—p. 306–308 **Step 5: Producing, Publishing, and Presenting**—pp. 309–310
	Performance Task 1 **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314 **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317 **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320
	Performance Task 2 **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324 **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327 **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330
	*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Unit Review questions at the end of each unit.

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Speaking and Listening   SL

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6

Comprehension and Collaboration

ELAGSE6SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**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
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**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
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**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
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**Connect Across Texts** (small group/class discussion): Compare and Contrast Texts—pp. 42, 94, 146, 242, 294; Support a Claim—p. 198
		Speaking and Listening: Discuss the Essential Question—pp. 58 (*Did I?*: Revise my own views when presented with new evidence or information?), 110, 162, 214, 258
		Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310
		See also **Home Connect** (discussions with family members)— pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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Speaking and Listening   SL

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6
ELAGSE6SL2	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.	**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
ELAGSE6SL3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**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

Presentation of Knowledge and Ideas

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 6
ELAGSE6SL4	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.	**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

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Speaking and Listening   SL

Standards		Sadlier *Progress English Language Arts*, Grade 6
ELAGSE6SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**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)
ELAGSE6SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	**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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Language   L

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 6

Conventions of Standard English

ELAGSE6L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	**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
	b. Use intensive pronouns (e.g., *myself, ourselves*).	**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
	c. Recognize and correct inappropriate shifts in pronoun number and person.*	**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
	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	**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
	e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**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
ELAGSE6L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*	**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

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STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 6
	Unit 10 Research to Build and Present Knowledge: Write a Research Report **Language:** Restrictive and Nonrestrictive Elements—pp. 255–256 SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
b. Spell correctly.	**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

Knowledge of Language

ELAGSE6L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	a. Vary sentence patterns for meaning, reader/listener interest, and style.*	**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
	b. Maintain consistency in style and tone.*	**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

Vocabulary Acquisition and Use

ELAGSE6L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.	
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**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
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	**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

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		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
	c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**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
	d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**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
ELAGSE6L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a.	Interpret figures of speech (e.g., personification) in context.	**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
	b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.	**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
	c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	**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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Language   L

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 6
ELAGSE6L6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**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
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