

**Houghton Mifflin Harcourt  
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Grade 6**

correlated to the

**Indiana Academic Standards  
English/Language Arts  
Grade 6**

Standards	Page References
<b>READING</b>	
<b>READING: <i>Fiction</i></b>	
RL.1	<b>LEARNING OUTCOME FOR READING LITERATURE</b> Read and comprehend a variety of literature independently and proficiently
6.RL.1	<p>Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>37A, 37–40, 37–40, 73–88, 73–88, 90, 90, 99A, 99–102, 104, 104, 171–180, 171–180, 182, 182, 233A, 233–236, 233–236, 284, 284, 285A, 285–290, 285–290, 331A, 331–332, 331–332, 334, 334, 335A, 335–342, 335–342, 345A, 345–362, 345–362</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>43–52, 184b–184i, 97–98, 292b–292e, 101–114, 330b–330k, 115–128, 362b–362k</b></p>

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<p>RL.2</p>	<p><b>RL.2: KEY IDEAS AND TEXTUAL SUPPORT</b> Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</p>
<p>6.RL.2.1</p>	<p>Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p><b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 13, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 37, 73, 74, 75, 76, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 89, 100, 101, 102, 103, 103, 158, 159, 160, 161, 162, 163, 164, 166, 167, 171, 173, 174, 175, 176, 177, 178, 179, 180, 184a, 211, 212, 213, 214, 215, 216, 219, 233, 234, 235, 236, 237, 242, 243, 244, 245, 271, 272, 273, 274, 275, 276, 280a, 281, 285, 286, 287, 288, 289, 313, 314, 315, 317, 318, 320, 321, 322, 323, 324, 326, 331, 332, 333, 335, 336, 337, 338, 339, 346, 347, 348, 349, 350, 351, 352, 353, 354, 356, 357, 358, 359, 362, 362a, 373–376</p> <p><b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 3–12, 3–12, 17–32, 17–32, 37–38, 37–38, 73–88, 73–88, 99–102, 99–102, 157–164, 157–164, 166–167, 166–167, 171–180, 171–180, 184a, 211–218, 211–218, 233–236, 233–236, 241–244, 241–244, 271–276, 271–276, 280a, 285–290, 285–290, 313–326, 313–326, 331–332, 331–332, 335–340, 335–340, 345–360, 345–360, 373–376, 373–376</p> <p><b>Close Reader/Teacher’s Edition:</b> 3–8, 16b–16g, 19–24, 92b–92g, 43–52, 184b–184i, 69–84, 240b–240k, 97–98, 292b–292e, 101–114, 330b–330k, 115–128, 362b–362k</p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 14, 14, 34, 34, 37, 37, 40, 40, 90, 90, 104, 104, 165, 165, 168, 168, 170, 170, 182, 182, 220, 220, 238, 238, 246, 246, 278, 278, 284, 284, 292, 292, 328, 328, 334, 334, 342, 342, 362, 362, 373–376, 373–376</p>

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6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>9, 19, 27, 29, 31, 211, 213, 218, 219, 219, 222a, 246b, 282, 283, 283, 284a, 316, 319, 320, 323, 325, 327, 327, 344a, 357</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>                      37–38, <b>37–38</b>, 99–102, <b>99–102</b>, 157–164, <b>157–164</b>, 166–167, <b>166–167</b>, 171–180, <b>171–180</b>, 211–218, <b>211–218</b>, <b>222a, 246b</b>, 285–290, <b>285–290</b>, 313–326, <b>313–326</b>, 331–332, <b>331–332</b>, 335–340, <b>335–340, 344a, 345–360, 345–360</b></p> <p><b>Close Reader/Teacher’s Edition:</b>                      43–52, <b>184b–184i</b>, 101–114, <b>330b–330k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      40, <b>40</b>, 104, <b>104</b>, 165, <b>165</b>, 168, <b>168</b>, 182, <b>182</b>, 220, <b>220</b>, 246, <b>246</b>, 284, <b>284</b>, 292, <b>292</b>, 328, <b>328</b>, 334, <b>334</b>, 342, <b>342</b>, 362, <b>362</b></p>

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6.RL.2.3:	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 13, 16a, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 33, 36a, 73, 74, 76, 78, 80, 81, 82, 84, 86, 88, 89, 89, 212, 213, 214, 215, 216, 219, 219, 233, 234, 235, 237, 237, 240a, 274, 276, 277, 277, 280a, 287, 289, 290, 321, 322, 323, 324, 327, 327, 330a, 335, 336, 337, 339, 340, 341, 341, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 361, 361, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–12, 3–12, 16a, 17–32, 17–32, 36a, 73–88, 73–88, 211–218, 211–218, 233–236, 233–236, 240a, 241–244, 241–244, 271–276, 271–276, 280a, 285–290, 285–290, 313–326, 313–326, 330a, 335–340, 335–340, 345–360, 345–360, 362a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>3–8, 16b–16g, 19–24, 92b–92g, 69–84, 240b–240k, 101–114, 330b–330k, 115–128, 362b–362k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>14, 14, 34, 34, 90, 90, 220, 220, 238, 238, 246, 246, 278, 278, 292, 292, 328, 328, 342, 342, 362, 362</b></p>

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6.RL.2.4	Students are expected to build upon and continue applying concepts learned previously.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            3–12, <b>3–12</b>, 17–32, <b>17–32</b>, 37–38, <b>37–38</b>, 73–88, <b>73–88</b>, 99–102, <b>99–102</b>, 157–164, <b>157–164</b>, 166–167, <b>166–167</b>, 171–180, <b>171–180</b>, <b>184a</b>, 211–218, <b>211–218</b>, 233–236, <b>233–236</b>, 241–244, <b>241–244</b>, 271–276, <b>271–276</b>, <b>280a</b>, 285–290, <b>285–290</b>, 313–326, <b>313–326</b>, 331–332, <b>331–332</b>, 335–340, <b>335–340</b>, 345–360, <b>345–360</b>, 373–376, <b>373–376</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            3–8, <b>16b–16g</b>, 19–24, <b>92b–92g</b>, 43–52, <b>184b–184i</b>, 69–84, <b>240b–240k</b>, 97–98, <b>292b–292e</b>, 101–114, <b>330b–330k</b>, 115–128, <b>362b–362k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            14, <b>14</b>, 34, <b>34</b>, 37, <b>37</b>, 40, <b>40</b>, 90, <b>90</b>, 104, <b>104</b>, 165, <b>165</b>, 168, <b>168</b>, 170, <b>170</b>, 182, <b>182</b>, 220, <b>220</b>, 238, <b>238</b>, 246, <b>246</b>, 278, <b>278</b>, 284, <b>284</b>, 292, <b>292</b>, 328, <b>328</b>, 334, <b>334</b>, 342, <b>342</b>, 362, <b>362</b>, 373–376, <b>373–376</b></p>

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RL.3	<p><b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</p>
6.RL.3.1	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>17, 18, 19, 21, 23, 24, 25, 28, 30, 31, 32, 33, 33, 37, 38, 39, 39, 40a, 104a, 158, 160, 161, 163, 165, 165, 166, 167, 168, 168, 170a, 215, 216, 219, 219, 274, 277, 277, 280a, 281, 282, 283, 283, 285, 286, 287, 289, 290, 291, 291, 292a, 334a, 337, 338, 340, 341, 341, 346, 349, 350, 351, 352, 354, 355, 358, 359, 361, 361, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–12, 3–12, 37–38, 37–38, 40a, 73–88, 73–88, 104a, 157–164, 157–164, 166–167, 166–167, 170a, 171–180, 171–180, 271–276, 271–276, 280a, 281–282, 281–282, 292a, 313–326, 313–326, 331–332, 331–332, 334a, 335–340, 335–340, 345–360, 345–360, 362a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>97–98, 292b–292e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>14, 14, 34, 34, 40, 40, 90, 90, 165, 165, 168, 168, 170, 170, 182, 182, 220, 220, 278, 278, 284, 284, 292, 292, 328, 328, 334, 334, 342, 342, 362, 362</b></p>

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6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>18, 19, 20, 22, 26, 27, 28, 33, 33, 36a, 37, 39, 39, 40a, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 85, 87, 89, 89, 92a, 158, 162, 222a, 242, 243, 245, 245,</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            17-32, <b>17-32, 36a, 37-38, 37-38, 40a, 73-88, 73-88, 92a, 157-164, 157-164, 166-167, 166-167, 222a, 331-332, 331-332</b>  <b>Close Reader/Teacher’s Edition:</b>            19-24, <b>92b-92g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            34, <b>34, 40, 40, 90, 90, 165, 165, 170, 170, 246, 246, 334, 334</b></p>
RL.4	<p><b>SYNTHESIS AND CONNECTION OF IDEAS</b>            Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</p>	
6.RL.4.1	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>            292, <b>292, 292a, 362, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            285-290, <b>285-290, 292a, 345-360, 345-360 362a, 377-380, 377-380</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            115-128, <b>362b-362k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            292, <b>292, 377-380, 377-380</b></p>

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6.RL.4.2:	Compare and contrast works of literature 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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>            169, <b>169</b>, <b>288</b>, <b>331</b>, <b>332</b>, 333, <b>333</b>,</p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            157–164, 166–167, 241–244, <b>241–244</b>, 285–290, 313–326, 331–332, 335–340, <b>335–340</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            115–128, <b>362b–362k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            170, <b>170</b>, 246, <b>246</b>, 334, <b>334</b>, 342, <b>342</b></p>
<b>READING: Nonfiction</b>		
RN.1	<b>LEARNING OUTCOME FOR READING NONFICTION</b> Read and comprehend a variety of nonfiction independently and proficiently	
6.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	<p><b>APPLICATION</b>  <b>41A</b>, 41–48, <b>41–48</b>, <b>105A</b>, 105–113, <b>105–113</b>, 114, <b>114</b>, <b>139A</b>, 139–153, <b>139–153</b>, 154, <b>154</b>, <b>185A</b>, 185–193, <b>185–193</b>, 194, <b>194</b>, <b>253A</b>, 253–258, <b>253–258</b>, 259, <b>259</b>, <b>363A</b>, 363–370, <b>363–370</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            13–16, <b>58b–58e</b>, 25–28, <b>116b–116e</b>, 29–34, <b>128b–128g</b>, 37–42, <b>156b–156g</b>, 53–60, <b>196b–196g</b>, 87–96, <b>270b–270i</b></p>



Standards	Page References
RN.2	<p><b>KEY IDEAS AND TEXTUAL SUPPORT</b> Extract and construct meaning from nonfiction texts using a range of comprehension skills</p>
6.RN.2.1	<p>Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p><b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> 41, 43, 44, 45, 46, 47, 47, 50a, 51, 52, 53, 54, 59, 60, 93, 94, 105, 106, 107, 108, 109, 110, 111, 112, 116a, 117, 118, 119, 120, 123, 124, 128a, 139, 140, 142, 143, 144, 145, 146, 147, 149, 150, 152, 185, 188, 189, 190, 191, 192, 193, 200a, 223, 224, 225, 227, 228, 230, 230, 253, 254, 256, 257, 260, 262, 263, 264, 265, 266, 266, 270a, 294, 295, 296, 298, 302a, 363, 364, 365, 366, 367, 368, 369, 369, 372b</p> <p><b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 41–46, 41–46, 50a, 51–54, 51–54, 59–60, 59–60, 93–94, 93–94, 105–112, 105–112, 116a, 128a, 139–152, 139–152, 185–192, 185–192, 223–228, 223–228, 253–258, 253–258, 260–265, 260–265, 270a, 302a, 363–368, 363–368</p> <p><b>Close Reader/Teacher’s Edition:</b> 9–12, 50b–50e, 13–16, 58b–58e, 25–28, 116b–116e, 29–34, 128b–128g, 37–42, 156b–156g, 53–60, 196b–196g, 63–68, 232b–232g, 87–96, 270b–270i</p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 48, 48, 56, 56, 62, 62, 96, 96, 114, 114, 126, 126, 154, 154, 194, 194, 226, 226, 229, 229, 230, 230, 259, 259, 266, 266, 370, 370</p>

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6.RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>51, 52, 53, 54, 55, 55, 58a, 106, 107, 108, 109, 110, 111, 113, 113, 116a, 141, 232a, 255, 256, 364, 365, 366, 367, 368, 369, 372a, R16–R21, R22–R27, R16, R17, R22, R27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>50a, 58a, 51–54, 51–54, 59–60, 59–60, 93–94, 93–94, 105–112, 105–112, 117–124, 117–124, 139–152, 139–152, 197–198, 197–198, 223–235, 223–235, 227–228, 227–228, 293–298, 293–298, 363–368, 363–368 R16–R21, R22–R27, R16, R17, R22, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>9–12, 50b–50e, 13–16, 58b–58e, 25–28, 116b–116e, 37–42, 156b–156g, 87–96, 270b–270i</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>56, 56, 62, 62, 96, 96, 114, 114, 126, 126, 154, 154, 200, 200, 226, 226, 229, 229, 230, 230, 299, 299, 370, 370,</b></p>

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6.RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>44, 52, 53, 54, 55, 55, 117, 118, 119, 120, 121, 122, 123, 124, 125, 125, 128a, 185, 188, 189, 190, 192, 193, 193, 229, 229, 253, 254, 255, 256, 257, 258, 259, 259, 260, 261, 262, 263, 264, 266, 266, 267, 267, 294, 295, 297, 298, 299, 299, R16–R21, R16, R17, R18, R19, R21</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            41–46, <b>41–46</b>, 51–54, <b>51–54</b>, 59–60, <b>59–60</b>, 105–112, <b>105–112</b>, 117–124, <b>117–124, 128a</b>, 185–192, <b>185–192</b>, 260–265, <b>260–265</b>, 253–265, <b>253–265</b>, 293–298, <b>293–298</b>, 363–368, <b>363–368</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            9–12, <b>50b–50e</b>, 29–34, <b>128b–128g</b>, 53–60, <b>196b–196g</b>, 87–96, <b>270b–270i</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            48, <b>48</b>, 56, <b>56</b>, 62, <b>62</b>, 114, <b>114</b>, 126, <b>126</b>, 194, <b>194</b>, 266, <b>266</b>, 268, <b>268</b>, 299, <b>299</b>, 370, <b>370</b>, R16–R21, <b>R16, R17, R18, R19, R21</b></p>

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RN.3	<p><b>STRUCTURAL ELEMENTS AND ORGANIZATION</b> Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message</p>	
6.RN.3.1	Students are expected to build upon and continue applying concepts learned previously.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            41–46, <b>41–46</b>, <b>50a</b>, 51–54, <b>51–54</b>, 59–60, <b>59–60</b>, 93–94, <b>93–94</b>, 105–112, <b>105–112</b>, <b>116a</b>, <b>128a</b>, 139–152, <b>139–152</b>, 185–192, <b>185–192</b>, 223–228, <b>223–228</b>, 253–258, <b>253–258</b>, 260–265, <b>260–265</b>, <b>270a</b>, <b>302a</b>, 363–368, <b>363–368</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            9–12, <b>50b–50e</b>, 13–16, <b>58b–58e</b>, 25–28, <b>116b–116e</b>, 29–34, <b>128b–128g</b>, 37–42, <b>156b–156g</b>, 53–60, <b>196b–196g</b>, 63–68, <b>232b–232g</b>, 87–96, <b>270b–270i</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            48, <b>48</b>, 56, <b>56</b>, 62, <b>62</b>, 96, <b>96</b>, 114, <b>114</b>, 126, <b>126</b>, 154, <b>154</b>, 194, <b>194</b>, 226, <b>226</b>, 229, <b>229</b>, 230, <b>230</b>, 259, <b>259</b>, 266, <b>266</b>, 370, <b>370</b></p>

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6.RN.3.2	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41, 42, 43, 46, 47, 47, 51, 93, 94, 95, 95, 117, 118, 119, 120, 125, 125, 140, 141, 143, 144, 145, 146, 147, 148, 149, 150, 151, 153, 153, 156a, 261, 266, 266, 294, 297, 299, 299, 363, 365, 367, 369, 369, 372b, R16–R21, R22–R27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41–46, 41–46, 51–54, 51–54, 59–60, 59–60, 93–94, 93–94, 106–112, 106–112, 117–124, 117–124, 139–152, 139–152, 185–192, 185–192, 223–225, 223–225, 253–258, 253–258, 260–265, 260–265, 293–298, 293–298, 363–368, 363–368, R16–R21, R16, R17, R18, R19, R20, R21, R22–R27, R22, R23, R24, R26, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>37–42, 156b–156g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>48, 48, 56, 56, 62, 62, 96, 96, 114, 114, 126, 126, 154, 154, 194, 194, 226, 226, 259, 259, 266, 266, 299, 299, 370, 370</b></p>

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6.RN.3.3	Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>60, 105, 107, 108, 109, 112, 113, 113, 363,</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41–46, 41–46, 51–54, 51–54, 105–112, 105–112,</b>  <b>223–225, 223–225, 227–228, 227–228, 253–258, 253–258, 260–265,</b>  <b>260–265, R22–R27, R22, R24, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>25–28, 116b–116e, 63–68, 232b–232g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>48, 48, 56, 56, 62, 62, 114, 114, 230, 230, 259, 259, 266, 266, 268,</b>  <b>268</b></p>

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RN.4	<b>SYNTHESIS AND CONNECTION OF IDEAS</b> Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas	
6.RN.4.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	<b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> <b>93, 94, 95, 95, 98a, 223, 224, 225, 226, 227, 232a, R22, R22, R24, R24, R26, R26, R27, R27</b>  <b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>93–94, 93–94, 223–225, 223–225, 227–228, 227–228</b>  <b>Close Reader/Teacher’s Edition:</b> <b>63–68, 232b–232g</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> <b>96, 96, 226, 226, 229, 229, 230, 230</b>

Standards		Page References
6.RN.4.2	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>62a, 117, 119, 120, 121, 125, 125, 142, 153, 197, 198, 199, 199, 200a, 200b, 296, 299, 299, 302, 302, 302a, 366</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>                      59–60, <b>59–60, 62a</b>, 117–124, <b>117–124</b>, 139–152, <b>139–152</b>, 197–198, <b>197–198, 200a, 200b</b>, 253–266, <b>253–266</b>, 293–298, <b>293–298</b>, 300, <b>300, 302a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>                      29–34, <b>128b–128g</b>, 37–42, <b>156b–156g</b>, 53–60, <b>196b–196g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      62, <b>62</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 268, <b>268</b>, 302, <b>302</b></p>
6.RN.4.3	Compare and contrast one author’s presentation of events with that of another.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>                      230, <b>230, 232a, 263, 265, 267, 267, 270a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>                      223–228, <b>223–228, 232a</b>, 253–266, <b>253–266, 270a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>                      63–68, <b>232b–232g</b>, 87–96, <b>270b–270i</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      230, <b>230</b>, 268, <b>268</b></p>



Standards		Page References
<b>READING: Vocabulary</b>		
RV.1	<b>LEARNING OUTCOME FOR READING VOCABULARY</b> Acquire, refine, and apply vocabulary using various strategies and sources	
6.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 2, 2, 5, 15, 15, 18, 35, 35, 38, 43, 49, 49, 52, 57, 57, 60, 63, 63, 67, 67, 72, 72, 75, 91, 91, 94, 97, 97, 100, 107, 115, 115, 118, 127, 127, 129, 129, 133, 133, 138, 138, 141, 155, 155, 159, 172, 183, 183, 187, 195, 195, 198, 201, 201, 205, 205, 210, 210, 213, 221, 221, 225, 231, 231, 234, 239, 239, 242, 247, 247, 252, 252, 255, 264, 269, 269, 273, 279, 279, 282, 287, 294, 300, 303, 303, 307, 307, 312, 312, 315, 329, 329, 337, 343, 343, 347, 358, 364, 371, 371, 373, 373, 377, 377, R52–R56, R54
RV.2	<b>RV.2: VOCABULARY BUILDING</b> Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	
6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 15, 15, 35, 49, 49, 57, 57, 62b, 97, 115, 115, 155, 155, 183, 183, 195, 195, 221, 221, 231, 231, 269, 269, 279, 279, 329, 329, 343, 343, 371, 371, R52–R53, R52
6.RV.2.2	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 231, 231, 269, 269, 329, 329, R52, R55
6.RV.2.3	Distinguish among the connotations of words with similar denotations.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 239, 239, R52, R55
6.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 35, 35, 49, 49, 57, 57, 91, 91, 155, 155, 371, 371, R52, R53–R54

Standards		Page References
6.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 15, <b>15</b> , 57, <b>57</b> , <b>62b</b> , 97, <b>97</b> , 115, <b>115</b> , 127, <b>127</b> , 195, <b>195</b> , 239, <b>239</b> , 279, <b>279</b> , 343, <b>343</b> , <b>R52</b> , R56
RV.3	<b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b> Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings	
6.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 13, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 37, 73, 74, 75, 76, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 89, 100, 101, 102, 103, 103, 158, 159, 160, 161, 162, 163, 164, 166, 167, 171, 173, 174, 175, 176, 177, 178, 179, 180, 184a, 211, 212, 213, 214, 215, 216, 219, 233, 234, 235, 236, 237, 242, 243, 244, 245, 271, 272, 273, 274, 275, 276, 280a, 281, 285, 286, 287, 288, 289, 313, 314, 315, 317, 318, 320, 321, 322, 323, 324, 326, 331, 332, 333, 335, 336, 337, 338, 339, 346, 347, 348, 349, 350, 351, 352, 353, 354, 356, 357, 358, 359, 362, 362a, 373–376</b>  <b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 3–12, <b>3–12</b> , 17–32, <b>17–32</b> , 37–38, <b>37–38</b> , 73–88, <b>73–88</b> , 99–102, <b>99–102</b> , 157–164, <b>157–164</b> , 166–167, <b>166–167</b> , 171–180, <b>171–180, 184a, 211–218, 211–218, 233–236, 233–236, 241–244, 241–244, 271–276, 271–276, 280a, 285–290, 285–290, 313–326, 313–326, 331–332, 331–332, 335–340, 335–340, 345–360, 345–360, 373–376, 373–376</b>  <b>Close Reader/Teacher’s Edition:</b> 3–8, <b>16b–16g</b> , 19–24, <b>92b–92g</b> , 43–52, <b>184b–184i</b> , 69–84, <b>240b–240k</b> , 97–98, <b>292b–292e</b> , 101–114, <b>330b–330k</b> , 115–128, <b>362b–362k</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b>

Standards		Page References
		14, <b>14</b> , 34, <b>34</b> , 37, <b>37</b> , 40, <b>40</b> , 90, <b>90</b> , 104, <b>104</b> , 165, <b>165</b> , 168, <b>168</b> , 170, <b>170</b> , 182, <b>182</b> , 220, <b>220</b> , 238, <b>238</b> , 246, <b>246</b> , 278, <b>278</b> , 284, <b>284</b> , 292, <b>292</b> , 328, <b>328</b> , 334, <b>334</b> , 342, <b>342</b> , 362, <b>362</b> , 373–376, <b>373–376</b>
6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>42, 44, 45, 53, 55, 58a, 59, 60, 61, 61, 62b, 94, 95, 95, 98a, 121, 123, 128a, 139, 140, 142, 144, 149, 152, 153, 153, 185, 186, 187, 189, 190, 191, 193, 193, 196a, 227, 228, 229, 229, 270a, 295, R22–R27, R22, R23, R26, R27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>51–54, 51–54, 59–60, 59–60, 62b, 93–94, 93–94, 98a, 117–124, 117–124, 128a, 139–152, 139–152, 196a, 227–228, 227–228, 253–258, 253–258, 270a, R22–R27, R22, R23, R26, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>37–42, 156b–156g, 53–60, 196b–196g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>56, 56, 62, 62, 96, 96, 126, 126, 154, 154, 194, 194, 229, 229, 230, 230, 259, 259</b></p>
6.RV.3.3	Interpret figures of speech (e.g., personification) in context.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>100, 102, 103, 171, 174, 175, 176, 178, 179, 180, 181, 184a, 214, 221, 221, R52</b></p>

Standards		Page References
<b>WRITING</b>		
W.1	<b>LEARNING OUTCOME FOR WRITING</b> Write effectively for a variety of tasks, purposes, and audiences	
6.W.1:	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Writing as a Process</p> <ul style="list-style-type: none"> <li>• Task, Purpose, and Audience</li> <li>• Writing Arguments</li> <li>• Writing Informative Texts</li> <li>• Writing Narratives</li> <li>• Using Textual Evidence</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 247–250, <b>247–250</b>, 278, <b>278</b>, 292, <b>292</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      14, <b>14</b>, 34, <b>34</b>, 48, <b>48</b>, 56, <b>56</b>, 90, <b>90</b>, 104, <b>104</b>, 114, <b>114</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 170, <b>170</b>, 182, <b>182</b>, 194, <b>194</b>, 220, <b>220</b>, 246, <b>246</b>, 247–250, <b>247–250</b>, 278, <b>278</b>, 292, <b>292</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 328, <b>328</b>, 342, <b>342</b>, 373–376, <b>373–376</b></p>

Standards		Page References
W.2	<b>HANDWRITING</b> Demonstrate the ability to write legibly	
6.W.2	Students are expected to build upon and continue applying concepts learned previously.	<b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 48, <b>48</b> , <b>50a</b> , 63–66, <b>63–66</b> , 67–70, <b>67–70</b> , 104, <b>104</b> , 129–132, <b>129–132</b> , 133–136, <b>133–136</b> , 200, <b>200</b> , 205–208, <b>205–208</b> , 292, 292, 303–306, <b>303–306</b> , 307–310, <b>307–310</b> , <b>334a</b> , 373–376, <b>373–376</b> , 377–380, <b>377–380</b>
W.3	<b>WRITING GENRES:</b> Develop and refine writing skills by writing for different purposes and to specific audiences or people	
6.W.3.1	Write arguments in a variety of forms that –	
6.W.3.1.a	Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Writing Arguments <ul style="list-style-type: none"> <li>• What Is a Claim?</li> <li>• Creating a Coherent Argument</li> </ul> <b>Student Edition/Teacher’s Edition:</b> 230, <b>230</b> , 247–250, <b>247–250</b> , 307–310, <b>307–310</b> , R2–R3  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 230, <b>230</b> , 247–250, <b>247–250</b> , 307–310, <b>307–310</b>

Standards		Page References
6.W.3.1.b	Use an organizational structure to group related ideas that support the argument.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Arguments</p> <ul style="list-style-type: none"> <li>• Creating a Coherent Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
6.W.3.1.c	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Arguments</p> <ul style="list-style-type: none"> <li>• Support: Reasons and Evidence</li> <li>• Building Effective Support</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>

Standards		Page References
6.W.3.1.d	Establish and maintain a consistent style and tone appropriate to purpose and audience.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Writing Arguments</p> <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
6.W.3.1.e	Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Writing Arguments</p> <ul style="list-style-type: none"> <li>• Creating a Coherent Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>

Standards		Page References
6.w.3.1.f	Provide a concluding statement or section that follows from the argument presented.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Arguments</p> <ul style="list-style-type: none"> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
6.W.3.2	Write informative compositions on a variety of topics that –	
6.W.3.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Using Graphics and Multimedia</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>



Standards		Page References
6.W.3.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Elaboration</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>
6.W.3.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Organizing Ideas</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

Standards		Page References
6.W.3.2.d	Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, 373–376</p>
6.W.3.2.e	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts            • Precise Language and Vocabulary</p> <p><b>Student Edition/Teacher’s Edition:</b>            14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

Standards		Page References
6.W.3.2.f	Establish and maintain a style appropriate to purpose and audience.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            14, 14, 56, 56, 67–70, 67–70, 90, 90, 104, 104, 129–132, 129–132, 133–136, 133–136, 278, 278, 292, 292, 328, 328, 373–376, 373–376, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            14, 14, 56, 56, 67–70, 67–70, 90, 90, 104, 104, 129–132, 129–132, 133–136, 133–136, 278, 278, 292, 292, 328, 328, 373–376, 373–376</p>
6.W.3.2.g	Provide a concluding statement or section that follows from the information or explanation presented.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Introductions and Conclusions</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            14, 14, 56, 56, 67–70, 67–70, 90, 90, 104, 104, 129–132, 129–132, 133–136, 133–136, 278, 278, 292, 292, 328, 328, 373–376, 373–376, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            14, 14, 56, 56, 67–70, 67–70, 90, 90, 104, 104, 129–132, 129–132, 133–136, 133–136, 278, 278, 292, 292, 328, 328, 373–376, 373–376, R4</p>

Standards		Page References
6.W.3.3	Write narrative compositions in a variety of forms that –	
6.W.3.3.a	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>
6.W.3.3.b	Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>

Standards		Page References
6.W.3.3.c	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><b>INSTRUCTION/ APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Writing Narratives                      • Narrative Structure</p> <p><b>Student Edition/Teacher’s Edition:</b>                      34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>
6.W.3.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Writing Narratives                      • The Language of Narrative</p> <p><b>Student Edition/Teacher’s Edition:</b>                      34, <b>34</b>, 63–66, <b>63–66</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      34, <b>34</b>, 63–66, <b>63–66</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>

Standards		Page References
6.W.3.3.e	Provide an ending that follows from the narrated experiences or events.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>            Writing Narratives</p> <ul style="list-style-type: none"> <li>Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>            34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>

Standards		Page References
W.4	<b>THE WRITING PROCESS</b> Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others	
6.W.4	Apply the writing process to –	
6.W.4.a	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing as a Process</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Planning and Drafting</li> <li>• Revising and Editing</li> <li>• Trying a New Approach</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 373–376, <b>373–376</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 373–376, <b>373–376</b>, 377–380, <b>377–380</b></p>

Standards		Page References
6.W.4.b	Use technology to interact and collaborate with others to generate, produce, and publish writing.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Producing and Publishing with Technology</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Writing for the Internet</li> <li>• Interacting with Your Online Audience</li> <li>• Using Technology to Collaborate</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247-250</b>, 302, <b>302</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247-250</b>, 302, <b>302</b>, 377–380, <b>377–380</b></p>



Standards		Page References
W.5	<b>THE RESEARCH PROCESS</b> Build knowledge about the research process and the topic under study by conducting research	
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Conducting Research <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Starting Your Research</li> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Conducting Field Research</li> <li>• Using the Internet for Research</li> <li>• Refocusing Your Inquiry</li> </ul> Using Textual Evidence <ul style="list-style-type: none"> <li>• Synthesizing Information</li> </ul> <b>Student Edition/Teacher’s Edition:</b> 126, <b>126</b> , 133–136, <b>133–136</b> , 194, <b>194</b> , 220, 230, <b>220</b> , <b>230</b> , R8–R11  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 126, <b>126</b> , 133–136, <b>133–136</b> , 194, <b>194</b> , 220, 230, <b>220</b> , <b>230</b>
6.W.5.a	Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 186, 191

Standards		Page References
6.W.5.b	Gather relevant information from multiple sources, and annotate sources.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Conducting Research</p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Using the Internet for Research</li> </ul> <p>Evaluating Sources</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating Sources for Usefulness</li> <li>• Evaluating Sources for Reliability</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Summarizing, Paraphrasing, and Quoting</li> <li>• Attribution</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            67–70, <b>67–70</b>, 133–136, <b>133–136</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, 302a, <b>302a</b>, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            67–70, <b>67–70</b>, 133–136, <b>133–136</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, 302a, <b>302a</b></p>
6.W.5.c	Assess the credibility of each source.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            R8</p>
6.W.5.d	Quote or paraphrase the information and conclusions of others.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            103, 201, R9, R69</p>

<b>Standards</b>		<b>Page References</b>
6.W.5.e	Avoid plagiarism and provide basic bibliographic information for sources.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 103, 201, R9, R69
6.W.5.f	Present information, choosing from a variety of formats.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>126, 136, 136, 194, 194, 220, 230, 220, 230</b>
W.6	<b>CONVENTIONS OF STANDARD ENGLISH</b> Demonstrate command of the conventions of standard English	
6.W.6.1	Demonstrate command of English grammar and usage, focusing on:	
6.W.6.1a	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 50, <b>50</b> , 58, <b>58</b> , 92, <b>92</b> , 98, <b>98</b> , 116, <b>116</b> , 156, <b>156</b> , 270, <b>270</b> , R36-37
6.W.6.1b	Verbs – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 65, <b>65</b> , 69, <b>69</b> , 131, <b>131</b> , 135, <b>135</b> , 207, <b>207</b> , 249, <b>249</b> , 305, <b>305</b> , 309, <b>309</b> , 375, <b>375</b> , 379, <b>379</b> , R29, R30, R38-R40, R49-R51
6.W.6.1c	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 128, <b>128</b> , R29, R40, R41, R42, R44

<b>Standards</b>		<b>Page References</b>
6.W.6.1d	Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 65, <b>65</b> , 69, <b>69</b> , 131, <b>131</b> , 135, <b>135</b> , 207, <b>207</b> , 249, <b>249</b> , 305, <b>305</b> , 309, <b>309</b> , 375, <b>375</b> , 379, <b>379</b> , R30, R44-R46
6.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 65, <b>65</b> , 69, <b>69</b> , 131, <b>131</b> , 135, <b>135</b> , 207, <b>207</b> , 249, <b>249</b> , 305, <b>305</b> , 309, <b>309</b> , 375, <b>375</b> , 379, <b>379</b> , R35-R51
6.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
6.W.6.2a:	Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 65, <b>65</b> , 69, <b>69</b> , 128, <b>128</b> , 131, <b>131</b> , 135, <b>135</b> , 207, <b>207</b> , 249, <b>249</b> , 305, <b>305</b> , 309, <b>309</b> , 375, <b>375</b> , 379, <b>379</b> , R34
6.W.6.2b	Punctuation – <ul style="list-style-type: none"> <li>• Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>• Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 36, <b>36</b> , 65, <b>65</b> , 69, <b>69</b> , 128, <b>128</b> , 131, <b>131</b> , 135, <b>135</b> , 157, <b>157</b> , 184, <b>184</b> , 207, <b>207</b> , 249, <b>249</b> , 305, <b>305</b> , 309, <b>309</b> , 372, <b>372</b> , 375, <b>375</b> , 379, <b>379</b> , R31-R33
6.W.6.2c:	Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 36, <b>36</b> , 65, <b>65</b> , 69, <b>69</b> , 128, <b>128</b> , 131, <b>131</b> , 135, <b>135</b> , 157, <b>157</b> , 184, <b>184</b> , 207, <b>207</b> , 249, <b>249</b> , 305, <b>305</b> , 309, <b>309</b> , 372, <b>372</b> , 375, <b>375</b> , 379, <b>379</b>

Standards		Page References
<b>SPEAKING AND LISTENING</b>		
SL.1	<b>LEARNING OUTCOME FOR SPEAKING AND LISTENING</b> Refine and apply effective communication skills through speaking and active listening	
6.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Giving a Presentation <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Content of Your Presentation</li> <li>• Style in Presentation</li> <li>• Delivering Your Presentation</li> </ul> <b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b> , <b>62a</b> , 96, <b>96</b> , 201–204, <b>201–204</b> , 247–250, <b>247–250</b> , 268, <b>268</b> , 302, <b>302</b> , 334, <b>334</b> , 362, <b>362</b> , R14–R15  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b> , 96, <b>96</b> , 201–204, <b>201–204</b> , 247–250, <b>247–250</b> , 268, <b>268</b> , 302, <b>302</b> , 334, <b>334</b> , 362, <b>362</b>

Standards	Standards	Page References
SL.2	<p><b>DISCUSSION AND COLLABORATION</b> Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</p>	
6.SL.2.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Participating in Collaborative Discussions                     <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Preparing for Discussion</li> <li>• Establishing and Following Procedure</li> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> <li>• Wrapping Up Your Discussion</li> </ul> <b>Student Edition/Teacher's Edition:</b>                      12, 12, 32, 32, 38, 38, 40a, 46, 46, 54, 54, 60, 60, 62a, 88, 88, 96, 96, 102, 102, 104a, 112, 112, 154, 154, 156a, 167, 167, 170a, 180, 180, 198, 198, 218, 218, 222a, 236, 236, 238, 238, 240a, 244, 244, 246a, 246b, 265, 265, 270a, 276, 276, 282, 282, 284, 284, 284a, 290, 290, 292, 292, 292a, 300, 300, 302, 302, 302a, 332, 332, 344a, 362, 362, 368, 368, 370, 370, 372b, R12–R13                        <b>Close Reader/Teacher's Edition:</b>                      25–28, 116b–116e, 87–96, 270b–270i, 101–114, 330b–330k                        <b>ASSESSMENT</b>  <b>Student Edition/Teacher's Edition:</b>                      96, 96, 154, 154, 238, 238, 284, 284, 292, 292, 302, 302, 362, 362, 370, 370                 </p>

Standards		Page References
6.SL.2.2	Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>Preparing for Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      12, <b>12</b>, 46, <b>46</b>, 96, <b>96</b>, 112, <b>112</b>, 154, <b>154</b>, <b>156a</b>, 167, <b>167</b>, 180, <b>180</b>, 198, <b>198</b>, 218, <b>218</b>, 236, <b>236</b>, 238, <b>238</b>, 244, <b>244</b>, 265, <b>265</b>, 276, <b>276</b>, 282, <b>282</b>, 290, <b>290</b>, 284, <b>284</b>, 300, <b>300</b>, 332, <b>332</b>, 368, <b>368</b>, 370, <b>370</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b>                      87–96, <b>270b–270i</b>, 101–114, <b>330b–330k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      96, <b>96</b>, 154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b></p>
6.SL.2.3	Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>Establishing and Following</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, R12–R13</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b></p>

Standards		Page References
6.SL.2.4	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 370, <b>370</b>, <b>372b</b>, R12–R13</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      154, <b>154</b>, 238, <b>238</b>, 370, <b>370</b></p>
6.SL.2.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b>                      87–96, <b>270b–270i</b>, 101–114, <b>330b–330k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b></p>



Standards		Page References
SL.3	<p><b>COMPREHENSION</b> Refine and apply active listening and interpretation skills using various strategies</p>	
6.SL.3.1	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Analyzing a Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 59–60, <b>59–60</b>, <b>60</b>, 61, <b>61</b>, <b>62b</b>, <b>197</b>, <b>198</b>, 197–198, <b>197–198</b>, 199, <b>199</b>, <b>200a</b>, 300, <b>300</b>, 301, <b>301</b>, <b>302a</b></p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b>, 200, <b>200</b>, 302, <b>302</b></p>
6.SL.3.2	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Identifying a Speaker’s Claim</li> <li>• Tracing a Speaker’s Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 93–94, <b>93–94</b>, 95, <b>95</b>, R14–R15</p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 96, <b>96</b></p>

Standards		Page References
SL.4	<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> Refine and apply speaking skills to communicate ideas effectively in a variety of situations	
6.SL.4.1	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.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Giving a Presentation <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Content of Your Presentation</li> <li>• Style in Presentation</li> <li>• Delivering Your Presentation</li> </ul> <b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b> , <b>62a</b> , 96, <b>96</b> , 201–204, <b>201–204</b> , 247–250, <b>247–250</b> , 268, <b>268</b> , 302, <b>302</b> , 334, <b>334</b> , 362, <b>362</b> , R14–R15  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b> , 96, <b>96</b> , 201–204, <b>201–204</b> , 247–250, <b>247–250</b> , 268, <b>268</b> , 302, <b>302</b> , 334, <b>334</b> , 362, <b>362</b>

Standards		Page References
6.SL.4.2	Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>                      Using Media in a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Media: Audio, Video, and Images</li> <li>• Using Presentation Software</li> <li>• Building and Practicing Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>                      62, <b>62</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 201–204, <b>201–204</b>, 302, <b>302</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      62, <b>62</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 201–204, <b>201–204</b>, 302, <b>302</b></p>
6.SL.4.3	Students are expected to build upon and continue applying concepts learned previously.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>                      40, <b>40</b>, <b>62a</b>, 96, <b>96</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 268, <b>268</b>, 302, <b>302</b>, 334, <b>334</b>, 362, <b>362</b>, R14–R15</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>                      40, <b>40</b>, 96, <b>96</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 268, <b>268</b>, 302, <b>302</b>, 334, <b>334</b>, 362, <b>362</b></p>

Standards		Page References
<b>MEDIA LITERACY</b>		
ML.1	<b>LEARNING OUTCOME FOR MEDIA LITERACY</b> Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes	
6.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b> , 200, <b>200</b> , 299, <b>299</b> , 301, <b>301</b> , 302, <b>302</b>
6.ML.2	<b>MEDIA LITERACY</b> Analyze the purposes of media and the ways in which media can have influences	
6.ML.2.1	Use evidence to evaluate the accuracy of information presented in multiple media messages.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b> , 200, <b>200</b> , 299, <b>299</b> , 301, <b>301</b> , 302, <b>302</b>
6.ML.2.2	Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b> , 200, <b>200</b> , 299, <b>299</b> , 301, <b>301</b> , 302, <b>302</b>