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Grade 6**

correlated to the

**Oklahoma Academic Standards
English Language Arts
Grade 6**

Standard	Descriptor	Citations
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
Standard 1: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.		
1	Words in Context	
1.a	Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	SE/TE: 15, 35, 49, 57, 59, 62b, 91, 97, 115, 127, 139, 140, 144, 149, 152, 153, 155, 183, 195, 221, 231, 239, 269, 279, 329, 343, 371, R52-R60, R52
1.b	Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use <i>like</i> or <i>as</i> : <i>The Snowplow Reared Up Like a Stallion</i>), metaphors (implied comparisons: <i>Peace is a Sunrise</i>), and multiple meaning words.	SE/TE: 9, 100-103, 104, 142, 171, 174-181, 184a, 214, 221, 238, 239, 242, 243, 245, 246a, 246b, 326, R52
2	Word Origins	
2.a	Recognize the origins and meanings of foreign words frequently used in English. Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).	SE/TE: R54
2.b	Apply knowledge of root words to determine the meaning of unknown words within a passage.	SE/TE: 35, 49, 57, 91, 155, 371, R53
2.c	Use word origins, including knowledge of less common roots (<i>graph</i> = <i>writing</i> , <i>logos</i> = <i>the study of</i>) and word parts (<i>auto</i> = <i>self</i> , <i>bio</i> = <i>life</i>) from Greek and Latin to analyze the meaning of complex words (<i>autograph</i> , <i>autobiography</i> , <i>biology</i>).	SE/TE: 35, 49, 91, 155, 371, R54

Standard	Descriptor	Citations
3	Using Resource Materials and Aids	
3.a	Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.	SE/TE: 15, 57, 62b, 97, 115, 127, 153, 195, 239, 279, 343, R52, R56
3.b	Relate dictionary definitions to context of the reading in order to aid understanding.	SE/TE: 15, 57, 62b, 97, 115, 153, 195, 239, R55
Standard 2: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.		
1	Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	SE/TE: 3-14, 17-34, 73-90, 99-104, 157-165, 166-169, 171-183, 211-220, 241-246, 260-268, 271-278, 281-284, 285-292, 331-334, 345-362, 363-370 TE/Close Reader: 16b-16g, 92b-92g, 128b-128g, 184b-184i, 240b-240i, 292b-292e, 362b-362k
2	Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).	SE/TE: 41-48, 51-56, 93-96, 105-113, 117-126, 139-153, 185-194, 223-226, 233-238, 253-259, 293-299, 313-328, 335-342 TE/Close Reader: 58b-58e, 116b-116e, 156b-156g, 196b-196g, 270b-270i, 330b-330k
3	Increase silent reading speed through daily independent reading.	SE/TE: 3-14, 17-34, 41-48, 51-56, 73-90, 93-96, 99-104, 105-113, 117-126, 139-153, 157-165, 166-169, 171-183, 185-194, 211-220, 223-226, 233-238, 241-246, 253-259, 260-268, 271-278, 281-284, 285-292, 293-299, 313-328, 331-334, 335-342, 345-362, 363-370 TE/Close Reader: 16b-16g, 58b-58e, 92b-92g, 116b-116e, 128b-128g, 156b-156g, 184b-184i, 196b-196g, 240b-240i, 270b-270i, 292b-292e, 330b-330k, 362b-362k
4	Read silently for increased periods of time.	SE/TE: 3-14, 17-34, 41-48, 51-56, 73-90, 93-96, 99-104, 105-113, 117-126, 139-153, 157-165, 166-169, 171-183, 185-194, 211-220, 223-226, 233-238, 241-246, 253-259, 260-268, 271-278, 281-284, 285-292, 293-299, 313-328, 331-334, 335-342, 345-362, 363-370 TE/Close Reader: 16b-16g, 58b-58e, 92b-92g, 116b-116e, 128b-128g, 156b-156g, 184b-184i, 196b-196g, 240b-240i, 270b-270i, 292b-292e, 330b-330k, 362b-362k

Standard	Descriptor	Citations
<p>Standard 3: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.</p> <p>Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.</p>		
1	Literal Understanding	
1.a	Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).	<p>SE/TE: 3, 17, 37, 41, 51, 59, 73, 93, 99, 105, 117, 139, 157, 171, 185, 197, 211, 223, 233, 241, 253, 271, 281, 285, 293, 313, 331, 335, 345, 363</p> <p>TE/Close Reader: 16b, 50b, 58b, 92b, 116b, 128b, 156b, 184b, 196b, 232b, 240b, 270b, 292b, 330b, 362b</p>
1.b	Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.	<p>SE/TE: 3-14, 17-34, 36-40, 41-58, 73-90, 99-104, 105-113, 139-153, 157-165, 166-169, 171-183, 185-194, 211-220, 233-238, 241-246, 253-259, 260-268, 271-278, 281-284, 285-292, 313-328, 331-334, 335-342, 345-362, 363-370</p> <p>TE/Close Reader: 16b-16g, 50b-50e, 92b-92g, 116b-116e, 128b-128e, 156b-156g, 184b-184i, 196b-196g, 232b-232g, 240b-240i, 270b-270i, 292b-292e, 330b-330k, 362b-362k</p>
1.c	<p>Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.</p> <p>Example: Use a graphic organizer to compare an advertisement to the actual product label.</p>	<p>SE/TE: 93-96, 98a, 224-229, R22, R26-R27</p> <p>TE/Close Reader: 116d</p>
1.d	Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.	<p>SE/TE: 48, 88, 99, 140, 141, 143, 144-151, 153-154, 156a, 328</p> <p>TE/Close Readers: 156b-156g</p>
2	Inferences and Interpretations	
2.a	Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	<p>SE/TE: 3-14, 41, 48, 105-114, 182, 184a, 245, 272, 302a, 320, 338-339</p> <p>TE/Close Readers: 16b-16g, 50b-50e, 58b-58e, 92b-92g, 184b-184i, 240b-240k, 270b-270i, 292b-292e, 330b-330k, 362b-362k</p>

Standard	Descriptor	Citations
2.b	Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).	SE/TE: 3-14, 73-89, 184a, 237-238, 240a, 276, 278 TE/Close Readers: 92b-92g, 240b-240k,
2.c	Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).	SE/TE: 30, 62, 62a, 126, 200, 201-204, 305, 362a, 377-379 TE/Close Readers: 362j
3	Summary and Generalization	
3.a	Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.	SE/TE: 9, 50a, 99-101, 102-104, 105-114, 126, 154, 232a, 316, 327, 342, 344a TE/Close Readers: 50d, 116b-116e, 240i, 270d, 270g, 270h, 330g
3.b	Make generalizations based on information gleaned from text.	SE/TE: 343, R66 TE/Close Readers: 232d
3.c	Support reasonable statements and conclusions by reference to relevant aspects of text and examples.	SE/TE: 3-14, 16a, 17-34, 36a, 41-48, 50a, 105-114, 116a, 182, 184a, 238, 302a TE/Close Readers: 16b-16g, 50b-50e, 92b-92g, 184b-184i, 240b-240i, 270b-270i, 292b-292e, 330b-330k, 362b-362k
3.d	Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.	SE/TE: 36a, 44, 53, 88, 121, 143, 147, 175, 184a, 200a, 254, 261, 274, 289, 292, 299, 302a, 302b, 307, 334, 372b, R18 TE/Close Readers: 16c, 50c, 58c, 116c, 128c, 156c, 184c, 196c, 232c, 240c, 270c, 292c, 362c
4	Analysis and Evaluation	
4.a	Evaluate the believability of a character and the impact they have on the plot.	SE/TE: 9, 14, 16a, 73-90, 184a, 233-238, 240a, 275, 278, 339, 348, 355, 362a TE/Close Readers: 16b-16g, 92b-92g, 240b-240k, 330b-330k, 362b-362k
4.b	Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is	SE/TE: 16a, 17-34, 36a, 89, 211-220, 222a, 336-342, 344a, 361

Standard	Descriptor	Citations
	resolved.	TE/Close Readers: 92b-92g, 292c, 330b-330k
4.c	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	SE/TE: 362
4.d	Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	SE/TE: 14, 34, 40, 48, 56, 90, 96, 104, 126, 154, 165, 168, 170, 182, 194, 220, 226, 229, 230, 238, 246, 259, 266, 268, 278, 284, 292, 328, 334, 342, 362, 370
4.e	Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).	SE/TE: 33, 64, 216, 328
4.f	Distinguish among stated facts, inferences supported by evidence, and opinions in text.	SE/TE: 55
5	Monitoring and Correction Strategies	
5.a	Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).	SE/TE: 3-14, 17-34, 41-48, 51-56, 73-90, 93-96, 99-104, 105-113, 117-126, 139-153, 157-165, 166-169, 171-183, 185-194, 211-220, 223-226, 233-238, 241-246, 253-259, 260-268, 271-278, 281-284, 285-292, 293-299, 313-328, 331-334, 335-342, 345-362, 363-370 TE/Close Reader: 16b-16g, 58b-58e, 92b-92g, 116b-116e, 128b-128g, 156b-156g, 184b-184i, 196b-196g, 240b-240i, 270b-270i, 292b-292e, 330b-330k, 362b-362k
5.b	Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.	SE/TE: 15, 34, 40, 48, 55, 56, 90, 96, 104, 114, 165, 168, 182, 194, 220, 229, 238, 246, 278, 280, 328, 334, 342
5.c	Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.	SE/TE: 3-14, 17-34, 41-48, 51-56, 73-90, 93-96, 99-104, 105-113, 117-126, 139-153, 157-165, 166-169, 171-183, 185-194, 211-220, 223-226, 233-238, 241-246, 253-259, 260-268, 271-278, 281-284, 285-292, 293-299, 313-328, 331-334, 335-342, 345-362, 363-370 TE/Close Reader: 16b-16g, 58b-58e, 92b-92g, 116b-116e, 128b-128g, 156b-156g, 184b-184i, 196b-196g, 240b-240i, 270b-270i, 292b-292e, 330b-330k, 362b-362k
<p>Standard 4: Literature: The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable</p>		

Standard	Descriptor	Citations
products		
1	Literary Genres – The student will demonstrate knowledge of and an appreciation for various forms of literature.	
1.a	Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	<p>SE/TE: 3-12, 17-32, 37-38, 73-88, 157-164, 166-167, 171-180, 211-218, 233-236, 241-243, 244, 253-258, 271-276, 281-282, 285-290, 331-333, 345-360</p> <p>TE/Close Readers: 16b-16g, 92b-92g, 184b-184i, 240b-240k, 292b-292e, 362b-362k</p>
1.b	Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	<p>SE/TE: 260-265, 313-326, 335-340</p> <p>TE/Close Readers: 270c-270i, , 330b-330k</p>
2 Literary Elements – The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.		
2.a	Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.	<p>SE/TE: 3-14, 16a, 17-34, 36a, 73-90, 171-220, 222a, 233-238, 240a, 292a, 313-328, 330a, 335-342</p> <p>TE/Close Readers: 16b-16g, 92b-92g, 240b-240k, 292b-292e, 330b-330k</p>
2.b	Identify and explain internal and external conflict in the development of a story.	SE/TE: 34, 212-220
2.c	Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.	SE/TE: 17-34, 36a, 37-40, 40a, 73-90, 92a, 158, 162, 164, 222a, 235, 253, 259, 266, 338
2.d	Connect, compare, and contrast ideas, themes, and issues across texts.	<p>SE/TE: 157-170, 241-246, 288, 331-334</p> <p>TE/Close Readers: 330b-330k, 362b-362k</p>
3 Figurative Language and Sound Devices – The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.		
3.a	Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.	<p>SE/TE: 58a, 99-104, 104a, 171-182, 184a, 196a, 211, 214, 219, 220, 221, 231, 238, 240a, 241-246, 246a, 246b, 269, 282, 283, 284a, 326, 329, 334, 334a</p> <p>TE/Close Readers: 184b-184i</p>

Standard	Descriptor	Citations
3.b	Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.	SE/TE: 37, 39, 40a, 166, 169, 170, 281, 283, R69, R71, R72
3.c	Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	SE/TE: 39, 165, 166, 283, 285, 291, 292a, R66, R68, R69
3.d	Identify and describe the function and effect of common literary devices, such as imagery and symbolism.	SE/TE: 58a, 100, 101, 103, 104a, 162, 177, 180, 193, 196a, 211, 219, 246a, 282, 283, 284a, 292a, 334, 334a, R73
4	Literary Works - The student will read and respond to historically and culturally significant works of literature.	
4.a	Analyze and evaluate works of literature and the historical context in which they were written.	SE/TE: 157, 241, 253-259, 260-268, 270a, 330a, 367 TE/Close Readers: 270b-270i, 330b-330k
4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	SE/TE: 3-14, 99-104, 171-182, 211-218, 233-238, 241-243, 313-328, 335-342 TE/Close Readers: 16b-16g
4.c	Compare similar characters, settings, and themes from varied literary traditions.	SE/TE: 99-104, 313-328, 330a TE/Close Readers: 330b-330k, 362b-362i
Standard 5: Research and Information - The student will conduct research and organize information.		
1	Accessing Information: The student will select the best source for a given purpose.	
1.a	Use library catalogs and computer databases to locate sources for research topics.	SE/TE: 67-70, 133-136, 194 TE/Close Readers: 92f, 184h, 232f, 270h, 330j Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Using the Library for Research • Using the Internet for Research
1.b	Access information from a variety of primary and secondary sources to gather information for research topics	SE/TE: 68, 134, 194, 264, 267 Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Types of Sources
1.c	Use organizational strategies as an aid to comprehend	SE/TE: 153, 266, 369

Standard	Descriptor	Citations
	increasingly difficult content material.	
1.d	Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.	SE/TE: 94, 95, 98a, 227, 229, R25-R27
1.e	Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.	SE/TE: R62
2	Interpreting Information – The student will analyze and evaluate information from a variety of sources.	
2.a	Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).	SE/TE: 68, 134, 200, 200a TE/Close Readers: 92f, 232f, 330j Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Writing an Outline
2.b	Identify and credit the reference sources used to gain information.	SE/TE: 194, R9-R11 TE/Close Readers: 330j Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Attribution
2.c	Determine the appropriateness of an information source for a research topic.	SE/TE: 134, 302a Digital Collections/Lessons: Evaluating Sources <ul style="list-style-type: none"> • Evaluating Sources for Usefulness
2.d	Summarize information from multiple sources into a research paper.	SE/TE: 67-70, 133-136, 194 TE/Close Readers: 92f, 270h, 330j Digital Collections/Lessons: Using Textual Evidence

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Synthesizing Information • Writing an Outline • Summarizing, Paraphrasing, and Quoting
<p>Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences, discuss and keep a list of writing ideas, and use graphic organizers to plan writing. The student will write clear, coherent, and focused papers, and progress through the stages of the writing process. The student will work independently and in self-directed writing teams to edit and revise.</p>		
<p>Standard 1: Writing Process. The student will use the writing process to write coherently.</p>		
1	Use a variety of prewriting strategies such as brainstorming, webbing, or using other graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.	<p>SE/TE: 63-66, 67-70, 129-132, 133-136, 201-204, 205-208, 247-250, 303-306, 307-310, 373-376, 377-380</p> <p>Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Organizing Ideas Writing as a Process <ul style="list-style-type: none"> • Planning and Drafting </p>
2	Add details, examples, reasons, and evidence to develop and support an idea.	<p>SE/TE: 63-66, 67-70, 129-132, 133-136, 201-204, 205-208, 247-250, 303-306, 307-310, 373-376, 377-380</p> <p>Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Introduction • Building Effective Support • Creating a Coherent Argument Writing Informative Texts <ul style="list-style-type: none"> • Introduction • Developing a Topic • Introductions and Conclusions • Elaboration Writing as a Process <ul style="list-style-type: none"> • Task, Purpose and Audience • Planning and Drafting </p>
3	Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as	<p>SE/TE: 63-64, 67-68, 129-130, 133-134, 201-202, 205-206, 247-248, 303-304, 307-308, 373-374, 377-378</p>

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	appropriate to purpose.	<p>Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Introduction • Building Effective Support Writing Informative Texts <ul style="list-style-type: none"> • Introduction • Developing a Topic Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Writing as a Process <ul style="list-style-type: none"> • Task, Purpose and Audience • Planning and Drafting </p>
4	Use effective transitions for effective blending of sentences and paragraphs.	<p>SE/TE: 64-65, 68-69, 130-131, 134-35, 202-203, 206-207, 248-249, 304-305, 308-309, 374-375, 378-379</p> <p>Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Formal Style Writing Informative Texts <ul style="list-style-type: none"> • Elaboration • Precise Language and Vocabulary Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative </p>
5	Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.	<p>SE/TE: 63-66, 67-70, 129-132, 133-136, 201-204, 205-208, 247-250, 303-306, 307-310, 373-376, 377-380</p> <p>Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Formal Style Writing Informative Texts <ul style="list-style-type: none"> • Elaboration • Precise Language and Vocabulary Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative </p>

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6	Use a variety of sentence types and lengths to contribute to fluency and interest.	<p>SE/TE: 64-65, 68-69, 130-131, 134-35, 202-203, 206-207, 248-249, 304-305, 308-309, 374-375, 378-379</p> <p>Digital Collections/Lessons Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Writing as a Process <ul style="list-style-type: none"> • Revising and Editing </p>
7	Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	<p>SE/TE: 65, 69, 131, 135, 203, 207, 232, 249, 305, 309, 375, 379</p> <p>Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing </p>
8	Publish and present to peers and adults.	<p>SE/TE: 65, 69, 126, 131, 135, 203, 207, 249, 305, 309, 375, 379</p> <p>TE/Close Readers: 92f, 330j</p> <p>Digital Collections/Lessons: Producing and Publishing with Technology <ul style="list-style-type: none"> • Introduction Using Media in a Presentation <ul style="list-style-type: none"> • Types of Media: Audio, Visual and Images • Using Presentation Software </p>
<p>Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>		
1	Compose fictional, biographical, and autobiographical narratives that:	
1.a	establish and develop a plot and setting with a distinct beginning, middle, and ending.	<p>SE/TE: 34, 63-66, 170, 182, 205-208, 246, 303-306, 342, 377-380, R6-R7</p> <p>Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Introductions </p>

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques
1.b	establish and develop a setting, characters, and point of view appropriate for the narrative.	<p>SE/TE: 34, 63-66, 170, 182, 205-208, 246, 303-306, 342, 377-380, R6-R7</p> <p>Digital Collections/Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure
1.c	use a range of narrative devices, such as dialogue or suspense.	<p>SE/TE: 34, 63-66, 170, 182, 205-208, 246, 303-306, 342, 377-380, R6-R7</p> <p>Digital Collections/Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • Narrative Techniques • The Language of Narrative
1.d	adjust tone and style as necessary to make writing interesting and engaging to the audience.	<p>SE/TE: 34, 63-66, 170, 182, 205-208, 246, 303-306, 342, 377-380, R6-R7</p> <p>Digital Collections/Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • The Language of Narrative
2	Compose expository text including descriptions, explanations, comparison and contrast, and problem and solution compositions that:	
2.a	state the thesis (position on the topic), main idea, or purpose.	<p>SE/TE: 14, 48, 50a, 56, 67-70, 90, 104, 114, 126, 129-132, 133-136, 220, 278, 292, 328, 373-376, R4-R5</p> <p>Digital Collections/Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Introduction • Developing a Topic

Standard	Descriptor	Citations
2.b	explain the situation including supporting paragraphs with facts, details, and explanations.	<p>SE/TE: 14, 48, 50a, 56, 67-70, 90, 104, 114, 126, 129-132, 133-136, 220, 278, 292, 328, 373-376, R4-R5</p> <p>Digital Collections/Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Developing a Topic • Elaboration • Precise Language and Vocabulary
2.c	organize the composition clearly and appropriately for the purpose of the writing.	<p>SE/TE: 14, 48, 50a, 56, 67-70, 90, 104, 114, 126, 129-132, 133-136, 220, 278, 292, 328, 373-376, R4-R5</p> <p>Digital Collections/Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Organizing Ideas • Introductions and Conclusions
2.d	include evidence and supporting details by paraphrasing from speakers, newspapers, magazines, media sources, or reference books to support arguments and conclusions. Example: Write successive drafts of a one or two page newspaper article about school carnival activities, including details to support the main topic and allow the reader to compare and contrast the different carnival activities described or a description of a school event including details to support the main idea.)	<p>SE/TE: 14, 48, 50a, 56, 67-70, 90, 104, 114, 126, 129-132, 133-136, 220, 278, 292, 328, 373-376, R4-R5</p> <p>Digital Collections/Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Elaboration • Using Graphics and Multimedia <p>Using Textual Evidence</p> <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting
3	Compose persuasive/argumentative compositions that:	
3.a	state a clear position on a proposition or proposal.	<p>SE/TE: 230, 247-250, 307-310, R2-R3</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> • Introduction • What Is a Claim?
3.b	support the position with organized and relevant evidence and effective emotional appeals.	<p>SE/TE: 230, 247-250, 307-310, R2-R3</p>

Standard	Descriptor	Citations
		Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques
3.c	predict, identify, and address reader concerns and counterarguments. Example: Write a persuasive paper on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described.	SE/TE: 247-250, 307-310, R2-R3 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Building Effective Support
3.d	Create an advertisement for a product to try to convince readers to buy the product.	<i>N/A</i>
4	Compose reflective papers that may address one of the following purposes:	
4.a	express the individual's insight into conditions or situations.	SE/TE: 247-250, 303-306, 307-310
4.b	compare a scene from a work of fiction with a lesson learned from experience.	<i>N/A</i>
4.c	complete a self-evaluation.	<i>N/A</i>
5	Write responses to literature, including poetry, that:	
5.a	include an interpretation that shows careful reading, understanding, and insight.	SE/TE: 129-132, 292, 328, 373-376
5.b	organize the interpretation around several clear ideas.	SE/TE: 129-132, 292, 328, 373-376
5.c	develop and justify the interpretation through the use of examples and evidence from the text. Example: After reading a novel, write a final chapter to the book describing what happens to the main character after the point where the book ends and how it is supported by the rest of the narrative.	SE/TE: 129-132, 292, 328, 373-376
6	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.	SE/TE: 48, 50a, 63-66, 67-70, 104, 129-132, 133-136, 200, 205-208, 292, 303-306, 307-310, 334a, 373-376, 377-380, R2-R3, R4-R5, R6-R7 Digital Collections/Lessons:

Standard	Descriptor	Citations
		Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
7	Compose summaries of reading material that:	
7.a	include the main idea and most significant details.	SE/TE: 48, 50a, 372a
7.b	use the student's own words except for direct quotations.	SE/TE: 48, 50a, 372a
8	Compose friendly and formal letters, and emails; continue to produce other writing forms introduced in earlier grades. Example: Write a formal letter requesting a catalog.	SE/TE: 56
9	Use appropriate essay test-taking and time-writing strategies that:	
9.a	address and analyze the question (prompt).	SE/TE: 63-66, 67-70, 129-132, 133-136, 201-204, 205-208, 247-250, 303-306, 307-310, 373-376, 377-380
9.b	use organizational methods required by the prompt.	SE/TE: 63-66, 67-70, 129-132, 133-136, 201-204, 205-208, 247-250, 303-306, 307-310, 373-376, 377-380
9.c	utilize an editing checklist or assessment rubric, if provided.	SE/TE: 63-66, 67-70, 129-132, 133-136, 201-204, 205-208, 247-250, 303-306, 307-310, 373-376, 377-380
10	Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	SE/TE: 63-66, 67-70, 129-132, 133-136, 201-204, 205-208, 247-250, 303-306, 307-310, 373-376, 377-380
Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.		
1	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade.	
1.a	Identify concrete, abstract, and collective nouns.	SE/TE: R28, R50
1.b	Identify the principal parts of verbs to form verb tenses.	SE/TE: R38-R40
1.c	Identify linking, transitive, and intransitive verbs.	SE/TE: R29, R38
1.d	Identify nominative, objective, and possessive pronouns correctly.	SE/TE: 50, 58, R36
1.e	Correctly use pronoun reference, and make pronouns agree with their antecedents.	SE/TE: 116, 156, 270, R35
1.f	Correctly form and use the positive, comparative, and	SE/TE: R29, R40, R41

Standard	Descriptor	Citations
	superlative forms of adjectives.	
1.g	Correctly form and use adverb clauses.	SE/TE: R29, R41, R44
1.h	Identify and correctly use appositives, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases.	SE/TE: R44-R46
1.i	Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives.	SE/TE: R30, R43
1.j	Use prepositional phrases to elaborate written ideas.	SE/TE: R30
1.k	Correctly use all conjunctions.	SE/TE: R29
1.l	Correctly identify and use interjections	SE/TE: R29
1.m	Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	SE/TE: R59-R60
1.n	Form regular and irregular plurals correctly.	SE/TE: R35, R58
1.o	Make subjects and verbs agree.	SE/TE: R48-R51
2	Sentence Structure - Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory and interrogative).	
2.a	Correct sentence run-ons and fragments.	SE/TE: R47-R48
2.b	Correct dangling and misplaced modifiers.	SE/TE: R42
2.c	Differentiate between dependent, independent, restrictive (essential), and nonrestrictive (nonessential) clauses.	SE/TE: R45-R46
2.d	Write simple and compound sentences.	SE/TE: R46
2.e	compose sentences with simple, complete, and compound predicate.	SE/TE: R30, R46
2.f	Indent paragraphs as needed for specified format.	<i>N/A</i>
3	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	
3.a	Apply the capitalization rules appropriately in writing.	SE/TE: 128, 184, R34
3.b	Punctuate correctly in writing:	
•	End punctuation	SE/TE: 157, R31

Standard	Descriptor	Citations
•	Commas to separate words in a series, city and state, quotation, and sentence and to set off nonrestrictive phrases	SE/TE: 36, R31
•	Quotation marks	SE/TE: 240, R33
•	Apostrophes in contractions, possessives, indefinite pronouns, and quotations inside a quotation	SE/TE: R33
•	Conventions of letter writing	SE/TE: 56
3.c	Distinguish correct spelling of commonly words and homonyms.	SE/TE: R55, R59
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication. Deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.		
Standard 1: Listening – The student will listen for information and for pleasure.		
1	Identify the major ideas and supporting evidence in informative and persuasive messages.	SE/TE: 59-62, 197-200, 300-302 Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Identifying a Speaker’s claim • Tracing a Speaker’s argument
2	Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).	SE/TE: 59-62, 197-200, 300-302 Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation
3	Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).	N/A
4	Evaluate the spoken message in terms of content, credibility, and delivery.	SE/TE: 62, 131, 200, 203, 249, 301 Digital Collections/Lessons: Analyzing and Evaluating Presentations

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Introduction • Analyzing a Presentation • Identifying a Speaker’s claim • Tracing a Speaker’s argument
Standard 2: Speaking – The student will express ideas and opinions in group or individual situations.		
1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SE/TE: 201-204, 247-250, 268, 334, 377-380 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Introduction • Knowing Your Audience
2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	SE/TE: 62a, 201-204, 247-250, 268, 334, 377-380 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Introduction • The Content of Your Presentation
3	Communicate using appropriate delivery (volume, rate, enunciation, and movement).	SE/TE: 40, 62a, 96, 201-204, 247-250, 268, 334, 362, 377-380 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Delivering Your Presentation
Visual Literacy: The student will interpret, evaluate, and compose visual messages.		
Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.		
1	Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).	SE/TE: 60-62, 62b, 126, 199, 296, 299 TE/Close Readers: 128g, 196g
2	Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).	N/A
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.		

Standard	Descriptor	Citations
1	Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).	N/A
2	Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).	N/A
3	Evaluate how different media forms influence and inform viewers.	SE/TE: 61-62, 200, 299, 301, 302
4	Assess how language, medium, and presentation contribute to the message.	SE/TE: 61-62, 200, 299, 301, 302
Standard 3: Compose Visual Messages - The student will:		
1.	create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.	SE/TE: 126, 200, 201-203 Digital Collections/Lessons: Using Media in a Presentation <ul style="list-style-type: none"> • Types of Media: Audio, Visual and Images • Using Presentation Software • Practicing your Presentation