

Houghton Mifflin Harcourt
***Escalate English* ©2017**
Grade 6

correlated to the

Common Core State Standards
English Language Arts
Grade 6

Standard	Descriptor	Citations
Reading Standards for Literature		
	Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE: Reading Toolbox: Making Inferences, 16, 19; Analyzing the Text: Make Inferences, 219, 228; Analyze, 112, 228, 250; Upload (narrative), 33, 40–41, 52–53, 63, 86–87, 112–113, 119, 134–135, 153, 178–179, 204–205, 228–229, 250–251, 258–259, 269, 278–279</p> <p>TE: Reading Toolbox: Making Inferences (fiction), 42, 55; Reading: Make Inferences (fiction), 47, 48, 113, 256, 340, 343, 536, 538, 541, 719j, 829, 830, 831, 832, 835; Draw Conclusions (fiction), 112, 248, 253; Explore the Topic (narrative, examples), 12–15, 17–18, 21, 42–43, 46–49, 54–55, 58–59, 62–63, 82–83, 86–90, 93–94, 97, 102–103, 106–107, 110–115, 118, 121, 154–155, 159–160, 163, 182–183, 186–187, 192–193, 196–198, 201–202, 205, 246–248, 251–257, 260–261, 264–265, 584–586, 589–590, 593, 612–613, 616–621, 626, 629–630, 633–635, 638–639, 656–662, 665–667, 669–671, 676–678, 681–687, 690i 693–694, 696–697</p>

Standard	Descriptor	Citations
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>SE: Reading Toolbox: Identifying the Theme, 148; Explore the Theme, 250</p> <p>TE: Theme, 115, 143j, 456, 464, 586; Connect Image and Theme, 4, 146, 434, 576, 722; Connecting Word and Theme, 5, 147, 435, 577, 723</p>
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>SE: Analyze Character, 219, 250, 258; Summarize, 112, 228, 250, 258; Features of an Epic: The Hero’s Journey, 242, 258; Determining Style Elements, 262; Making Inferences, 16, 19; External and Internal Conflict, 106</p> <p>TE: Character, 13, 42, 46, 62, 63, 82, 94, 111, 112, 155, 156, 248, 253, 254, 255, 256, 257, 299, 335, 339, 343, 354, 357, 358, 391, 395, 397, 460, 537, 539, 617, 618, 619, 649, 666, 681, 684, 764, 765, 808, 809, 811, 826, 829, 830, 832, 838; Plot, 103, 113. 114, 143l, 252, 393, 394, 396, 401, 462, 539, 541, 620, 658, 659, 660, 661, 684; Plot, 103, 113. 114, 143l, 252, 393, 394, 396, 401, 462, 539, 541, 620, 658, 659, 660, 661, 684</p>
Craft and Structure		
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>SE: Unit Opener: Figurative Language, 49; Vocabulary Strategy: Figurative Language, 113; Understanding Poetic Style, 204; Similes and Metaphors, 204; Practice and Apply, 205; Vocabulary Strategy, 15, 19, 57, 113, 157, 228, 278</p> <p>TE: Figurative Language, 88, 151, 287a, 348, 359, 382, 431f, 591, 620, 622, 626, 629, 693, 732, 755, 810; Build Vocabulary (narrative, examples), 44, 50, 56, 60, 64, 84, 91, 95, 98, 104, 108, 116, 119, 122, 157, 161, 164, 184, 188, 195, 199, 203, 249, 258, 262, 266, 587, 591, 594, 614, 622, 627, 631, 636, 640, 663, 668, 672, 679, 688, 691, 695, 698</p>

Standard	Descriptor	Citations
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SE: Reading Toolbox: Analyze Poetic Form, 198; Understanding Poetic Style, 204; Determining Style Elements, 262 TE: Reading Toolbox: Analyze Poetic Form, 612, 613; Rhythmic Patterns, 618; Determining Style Elements, 802
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	SE: Point of View and Narrator, 6, 16, 17, 19, 48, 58, 207, 262; Writing, 43, 44, 88, 180, 181, 182, 280, 281 TE: Narrator and Point of View, 42, 46, 55, 78, 247, 338, 364, 510, 720k, 802
Integration of Knowledge and Ideas		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	SE: Language Cam Video, 9, 53, 99, 147, 191, 241; Podcast, 20–21, 58–59, 104–105, 158–159, 206–207, 260–261; Reading with Expression, 103; Reading Aloud with Expression, 269; Memorize and Recite a Poem, 269 TE: View and Compare and Contrast, 21, 163, 307, 451, 593, 747; Podcasts, 58–59, 182–183, 325–326, 486–487, 634–635, 794–795; Memorize and Recite a Poem, 820; Reading with Expression, 321; Reading Aloud with Expression, 820
RL.6.8	(Not applicable to literature)	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	SE: Epic, 28–33, 242–251, 252–259; Myth, 34–41 TE: The Heroe’s Journey, 750; Characteristics of a Myth, 43; Elements of an Epic, 86; The Nature of Myths, 115; Features of an Epic, 750, 786

Standard	Descriptor	Citations
RL.6.10	<p>Range of Reading and Level of Text Complexity</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE: Classic Fiction, 78–87, 126–135, 220–229, 270–279; Epic, 28–33, 242–251, 252–259; Fable, 60–63; Myth, 34–41; Narrative Nonfiction, 114–119; Novel Excerpt, 16–19, 106–113, 148–153, 212–219; Poetry, 198–205, 262–269</p> <p>TE: Explore the Topic (narrative, examples), 12–15, 17–18, 21, 42–43, 46–49, 54–55, 58–59, 62–63, 82–83, 86–90, 93–94, 97, 102–103, 106–107, 110–115, 118, 121, 154–155, 159–160, 163, 182–183, 186–187, 192–193, 196–198, 201–202, 205, 246–248, 251–257, 260–261, 264–265, 584–586, 589–590, 593, 612–613, 616–621, 626, 629–630, 633–635, 638–639, 656–662, 665–667, 669–671, 676–678, 681–687, 690, 693–694, 696–697</p>

Standard	Descriptor	Citations
Reading Standards for Informational Text		
Key Ideas and Details		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE: Upload (informative), 15, 26–27, 57, 70–71, 76–77, 103, 124–125, 157, 163, 168–169, 196–197, 211; Make Inferences, 168; Reading: Make Inferences (nonfiction), 521, 354</p> <p>TE: Explore the Topic (informative, examples), 26–27, 30–35, 38–39, 66–67, 70–73, 78–79, 168–169, 172–174, 177–179, 206, 209–213, 218–219, 222–223, 226–227, 230–231, 234–237, 242–243, 598–599, 602–605, 608–609, 642–643, 648–650, 653; Inference (nonfiction), 305, 741, 805, 820</p>
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>SE: Reading Toolbox: Determine Central Idea and Details, 54; Determine Main Idea and Details, 124; Analyzing the Text: Summarize, 57, 77</p> <p>TE: Determine Central Idea, 31, 168, 172, 173, 316, 355, 381; Determine Main Idea, 72, 73, 381, 476, 486,</p>
RI.6.3	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>SE: Reading Toolbox: Determine Central Idea and Details, 54; Determine Main Idea and Details, 124; Cause-and-Effect, 72, 76; Chronological Order, 120</p> <p>TE: Reading Toolbox: Determine Central Idea and Details, 168; Determine Main Idea and Details, 381; Cause-and-Effect, 242; Chronological Order, 370</p>
Craft and Structure		
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>SE: Vocabulary Strategy, 15, 19, 57, 113, 157, 228, 278</p> <p>TE: Build Vocabulary (informative, examples), 28, 36, 40, 68, 74, 80, 170, 175, 180, 207, 214, 220, 224, 228, 232, 238, 244, 600, 606, 610, 614, 644, 651, 654</p>
RI.6.5	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>SE: Reading Toolbox: Analyze Structure: Text Features, 64, 77; Cause-and-Effect, 72, 76; Chronological Order, 120; Features of an Argument, 164, 168</p> <p>TE: Reading Toolbox: Determine Central Idea and Details, 168; Determine Main Idea and Details, 381; Cause-and-Effect, 242; Chronological Order, 370</p>

Standard	Descriptor	Citations
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p>SE: Reading Toolbox: Author’s Purpose, 252; Features of an Argument, 164, 168; Writing Activity: Author’s Influence Chart, 112</p> <p>TE: Reading Toolbox: Author’s Purpose, 774; Features of an Argument, 510; Writing Activity: Author’s Influence Chart, 347</p>
Integration of Knowledge and Ideas		
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>SE: Language Cam Video, 9, 53, 99, 147, 191, 241</p> <p>TE: View and Compare and Contrast, 21, 163, 307, 451, 593, 747</p>
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>SE: Reading Toolbox: Features of an Argument, 164, 168; Listening Toolbox: Listening to an Argument, 169; Writing Activity: Argument, 169; Write an Opinion, 98</p> <p>TE: Reading Toolbox: Features of an Argument, 510; Introduce Author’s Argument, 511; Support Author’s Argument, 512, 517; Justify Author’s Argument, 512; Conclude Author’s Argument, 513; Listening Toolbox: Listening to an Argument, 525; Writing Activity: Argument, 525; Write an Opinion, 303</p>
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<p>SE: <i>Superstorm Sandy</i>, 99; <i>Desalination Solution or Disaster?</i> 100; <i>Storm Shelter App Helps Pinpoint People in Trouble</i>, 104–105; <i>Saving Animals with Compassion</i>, 160–163; <i>Saying Yes to 100 Hours</i>, 164–169</p> <p>TE: <i>Superstorm Sandy</i>, 307–312; <i>Desalination Solution or Disaster?</i> 313–323; <i>Storm Shelter App Helps Pinpoint People in Trouble</i>, 325–331; <i>Saving Animals with Compassion</i>, 494–509; <i>Saying Yes to 100 Hours</i>, 510–526</p>

Standard	Descriptor	Citations
	Range of Reading and Level of Text Complexity	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>SE: Informational Text, 10–15, 22–27, 54–57, 72–77, 100–103, 120–125, 154–157, 192–197, 208–211; Argument, 164–169; Interview, 160–163; Magazine Article, 64–71</p> <p>TE: Explore the Topic (informative, examples), 26–27, 30–35, 38–39, 66–67, 70–73, 78–79, 168–169, 172–174, 177–179, 206, 209–213, 218–219, 222–223, 226–227, 230–231, 234–237, 242–243, 598–599, 602–605, 608–609, 642–643, 648–650, 653</p>

Standard	Descriptor	Citations
Writing Standards		
Text Types and Purposes		
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	SE: Performance Task: Argument, 180–183; also see: Writing Activity: Review, 153; Argument, 169 TE: Performance Task: Argument, 556–557, 560–561, 564–565, 568–569, 572; also see: Writing Activity: Review, 467; Argument, 525
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	SE: Written Argument: Make a Claim, 181; Reasons and Evidence, 182; also see: Writing Activity: Review, 153; Argument, 169 TE: Written Argument: Make a Claim, 557; Reasons and Evidence, 560; also see: Writing Activity: Review, 467; Argument, 525
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE: Written Argument: Find Reasons, 181; Reasons and Evidence, 182; Present Strong Evidence, 183; also see: Writing Activity: Review, 153; Argument, 169 TE: Written Argument: Find Reasons, 557; Reasons and evidence, 561; also see: Writing Activity: Review, 467; Argument, 525
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE: Written Argument: Transitions (connecting words), 183 TE: Written Argument: Transitions, 561
W.6.1d	Establish and maintain a formal style.	SE: Written Argument: Think About Style, 181 TE: Written Argument: Think About Style, 557
W.6.1e	Provide a concluding statement or section that follows from the argument presented.	SE: Written Argument: Conclusion, 182, 183 TE: Written Argument: Conclusion, 560, 561
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE: Performance Task: Informative Essay, 88–91; Research Report, 230–233; also see: Writing Activity: Essay, 40; Notes for an Informative Essay, 71 TE: Performance Task: Informative Essay, 270–271, 274–275, 278–279, 282–283, 286; Research Report, 702–703, 706–707, 710–711, 714–715, 718

Standard	Descriptor	Citations
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE: Performance Task: Informative Essay, 88–91; Research Report, 230–233; also see: Writing Activity: Essay, 40; Notes for an Informative Essay, 71 TE: Performance Task: Informative Essay, 270–271, 274–275, 278–279, 282–283, 286; Research Report, 702–703, 706–707, 710–711, 714–715, 718
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE: Reading Toolbox: Researching Information Critically, 192; Recognize Source Information, 196; Research Toolbox: Check Your Sources, 27; Performance Task: Identifying Topics and Research Questions, 208; Writing Activity: Notes for an Informative Essay, 71; Writing Activity: Small Group Research, 125; Research Activities, 5, 49 TE: Reading Toolbox: Reading Information Critically (primary and secondary sources), 598; Recognizing Source Information (summarize, paraphrase, direct quotation), 608; Research Toolbox: Gathering Information (check sources, facts), 79; Performance Task: Identifying Topics and Research Questions, 642
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	SE: Informative Essay: Structure, 90, 91 TE: Informative Essay: Structure (subheadings and links between ideas), 281, 284
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: Informative Essay: Vocabulary, 89 TE: Informative Essay: Vocabulary, 271; Academic Vocabulary, 272
W.6.2e	Establish and maintain a formal style.	SE: Informative Essay: Vocabulary (writing style), 89 TE: Informative Essay: Vocabulary (writing style), 271; Academic Vocabulary, 272
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	SE: Informative Essay: conclusion, 90, 91 TE: Informative Essay: conclusion, 274, 275

Standard	Descriptor	Citations
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE: Performance Activity: Short Story, 42–45; Writing Activity: Poem, 205 TE: Performance Task: Short Story, 126–127, 130–131, 134–135, 138–139, 142; Writing Activity: Poem, 630
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE: Short story: Point of View, 43, 45; Writing Activity: Poem, 205 TE: Short Story: Point of View, 127; Performance Task: Writing Activity: Poem, 630
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE: Short story: Characters, 43, 45; Elements of a story, 44; also see: Writing Activity: Poem, 205 TE: Short Story: Characters, 127, 131; Elements of a Story, 130; Writing Activity: Poem, 630
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE: Short Story: Transitions, 45 TE: Short Story: Transitions, 131, 134
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE: Short Story: Setting, 43; Descriptive Language, 45 TE: Short Story: Setting, 127; Descriptive Language, 131, 134
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	SE: Short Story: Conflict and Resolution, 43, 44, 45 TE: Short Story: Conflict and Resolution, 131, 134
Production and Distribution of Writing		
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: Performance Task, 42–45, 88–91, 136–139, 180–183, 230–233, 280–283; Writing Activity, 8, 27, 40, 52, 71, 86, 98, 112, 125, 134, 146, 153, 169, 190, 197, 205, 240; Write On! 52, 63, 98, 113, 124, 146, 163, 178, 190, 228, 240, 251 TE: Performance Task, 126–142, 270–286, 414–430, 556–572, 702–718, 846–862; Writing Activity, 14, 79, 118, 156, 226, 261, 300, 347, 387, 405, 448, 467, 525, 586, 609, 630, 738; Write On! 17, 159, 202, 303, 348, 381, 447, 507, 548, 589, 693, 739, 771

Standard	Descriptor	Citations
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>SE: Short Story, 42–45; Informative Essay, 88–91; Argument, 180–183; Research Report, 230–233; Literary Analysis, 280–283</p> <p>TE: Short Story, 126–127, 130–131, 134–135, 138–139, 142; Informative Essay, 270–271, 274–275, 278–279, 282–283, 286; Argument, 556–557, 560–561, 564–565, 568–569, 572; Research Report, 702–703, 706–707, 710–711, 714–715, 718; Literary Analysis, 846–847, 850–851, 854–855, 858–859, 862</p>
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p>SE: Writing Activity: Writing Activity: Start a Blog, 8; Brainstorm Topics for Your Blog, 52; Helpful Tips When Writing Blog Posts, 190; Share and Interact with Other Blogs, 240; Write On! Write a Comment on a Blog, 52, 146, 190</p> <p>TE: Writing Activity: Writing Activity: Start a Blog, 14; Brainstorm Topics for Your Blog, 156; Helpful Tips When Writing Blog Posts, 586; Share and Interact with Other Blogs, 738; Write On! Write a Comment on a Blog, 17, 159, 447, 589</p>
Research to Build and Present Knowledge		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>SE: Performance Task: Research Report, 230–233; also see: Reading Toolbox: Researching Information Critically, 192; Recognize Source Information, 196; Research Toolbox: Check Your Sources, 27; Performance Task: Identifying Topics and Research Questions, 208; Writing Activity: Notes for an Informative Essay, 71; Writing Activity: Small Group Research, 125; Research Activities, 5, 49</p> <p>TE: Research report: Take notes, Make an outline, 703; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 598; Recognizing Source Information (summarize, paraphrase, direct quotation), 608; Research Toolbox: Gathering Information (check sources, facts), 79; Performance Task: Identifying Topics and Research Questions, 642</p>

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W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p>SE: Research Report, 230–233; also see: Reading Toolbox: Researching Information Critically, 192; Recognize Source Information, 196; Research Toolbox: Check Your Sources, 27; Performance Task: Identifying Topics and Research Questions, 208; Writing Activity: Notes for an Informative Essay, 71; Writing Activity: Small Group Research, 125; Research Activities, 5, 49</p> <p>TE: Research report: Take notes, Make an outline, 703; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 598; Recognizing Source Information (summarize, paraphrase, direct quotation), 608; Research Toolbox: Gathering Information (check sources, facts), 79; Performance Task: Identifying Topics and Research Questions, 642</p>
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9a	<i>Apply grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<p>SE: Literary Analysis, 280–283; also see: Writing Activity: Review, 153; Discuss Fables, 63; Write About Figurative Language, 113; Make a List and Describe Favorite Books, 240; Write About the Setting of a Story, 251</p> <p>TE: Literary Analysis, 846–847, 850–851, 854–855, 858–859, 862; Writing Activity: Review, 467; Discuss Fables, 202; Write About Figurative Language, 348; Make a List and Describe Favorite Books, 739; Write About the Setting of a Story, 771</p>
W.6.9b	<i>Apply grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<p>SE: Writing Activity: Judge Sources, 27; Notes for an Informative Essay, 71; Small Group Research, 125; Compare-and-Contrast Essay, 134; Write a Comment on a Blog, 52, 146, 190</p> <p>TE: Writing Activity: Judge Sources, 79; Notes for an Informative Essay, 226; Small Group Research, 387; Compare-and-Contrast Essay, 405; Write a Comment on a Blog, 17, 159, 447, 589</p>

Standard	Descriptor	Citations
	Range of Writing	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>SE: Performance Task, 42–45, 88–91, 136–139, 180–183, 230–233, 280–283; Writing Activity, 8. 27, 40, 52, 71, 86, 98, 112, 125, 134, 146, 153, 169, 190, 197, 205, 240; Write On! 52, 63, 98, 113, 124, 146, 163, 178, 190, 228, 240, 251</p> <p>TE: Performance Task, 126–142, 270–286, 414–430, 556–572, 702–718, 846–862; Writing Activity, 14, 79, 118, 156, 226, 261, 300, 347, 387, 405, 448, 467, 525, 586, 609, 630, 738; Write On! 17, 159, 202, 303, 348, 381, 447, 507, 548, 589, 693, 739, 771</p>

Standard	Descriptor	Citations
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p>SE: Speaking Toolbox: Useful Phrases of Group Discussions, 196; Active Listening, 259; Listening Toolbox: Active Listening, 15, 70, 219; Monitoring Listening, 125; Collaborative Discussion (informational text), 15, 26, 57, 70, 72, 76, 103, 124, 157, 163, 168, 196, 211; Collaborative Discussion (literary text), 19, 33, 63, 86, 112, 119, 134, 153, 159, 178, 204, 207, 219, 228, 250, 258, 269, 278</p> <p>TE: Active Listening, 38, 223, 669; Monitoring Listening, 386, 387; Listening to an Argument, 525;; Collaborative Discussion (examples), 14, 19, 55, 62, 78, 94, 118, 156, 163, 177, 201, 242, 260, 364, 444, 467, 487, 520, 545, 586, 626, 653, 669, 690, 738, 747, 786, 795, 799</p>
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p>SE: Collaborative Discussion: Discussing the Purpose (follow rules), 112, 163</p> <p>TE: Collaborative Discussion (examples), 14, 19, 55, 62, 78, 94, 118, 156, 163, 177, 201, 242, 260, 364, 444, 467, 487, 520, 545, 586, 626, 653, 669, 690, 738, 747, 786, 795, 799</p>
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p>SE: Speaking Toolbox: Useful Phrases of Group Discussions, 196; Active Listening, 259; Listening Toolbox: Active Listening, 15, 70, 219; Monitoring Listening, 125</p> <p>TE: Speaking Toolbox: Useful Phrases of Group Discussions, 608; Active Listening, 789; Listening Toolbox: Active Listening, 38, 223, 669; Monitoring Listening, 386, 387</p>

Standard	Descriptor	Citations
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>SE: Collaborative Discussion (informational text), 15, 26, 57, 70, 72, 76, 103, 124, 157, 163, 168, 196, 211; Collaborative Discussion (literary text), 19, 33, 63, 86, 112, 119, 134, 153, 159, 178, 204, 207, 219, 228, 250, 258, 269, 278</p> <p>TE: Collaborative Discussion (examples), 14, 19, 55, 62, 78, 94, 118, 156, 163, 177, 201, 242, 260, 364, 444, 467, 487, 520, 545, 586, 626, 653, 669, 690, 738, 747, 786, 795, 799</p>
SL.6.2	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>SE: Listening Toolbox, 15, 70, 125, 169, 219; Language Cam Video, 9, 53, 99, 147, 191, 241; Podcasts (collaborative discussion), 20–21, 58–59, 104–105, 158–159, 206–207, 260–261</p> <p>TE: Listening Toolbox, 38, 223, 386, 387, 525, 669; View and Compare and Contrast, 21, 163, 307, 451, 593, 747; Podcasts, 58–59, 182–183, 325–326, 486–487, 634–635, 794–795</p>
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>SE: Giving an Opinion, 15, 57, 157, 259; Collaborative Discussion (informational text), 15, 26, 57, 70, 72, 76, 103, 124, 157, 163, 168, 196, 211; Collaborative Discussion (literary text), 19, 33, 63, 86, 112, 119, 134, 153, 159, 178, 204, 207, 219, 228, 250, 258, 269, 278</p> <p>TE: Listening to an Argument, 525; Active Listening, 38, 223, 669; Monitoring Listening, 386, 387; Collaborative Discussion (examples), 14, 19, 55, 62, 78, 94, 118, 156, 163, 177, 201, 242, 260, 364, 444, 467, 487, 520, 545, 586, 626, 653, 669, 690, 738, 747, 786, 795, 799</p>
Presentation of Knowledge and Ideas		
SL.6.4	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.	<p>SE: Speaking Activity: Practicing for an Oral Presentation, 103; Small Group Oral Report, 229; Speak Out! 15, 41, 57, 87, 119, 135, 157, 169, 179, 219, 259, 269, 279</p> <p>TE: Speaking Activity: Practicing for an Oral Presentation, 321; Small Group Oral Report, 697; Speak Out! 15, 41, 57, 87, 119, 135, 157, 169, 179, 219, 259, 269, 279</p>

Standard	Descriptor	Citations
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p>SE: Performance Task: Informative Presentation, 136–139; Speaking Activity: Small Group Oral Report, 229</p> <p>TE: Performance Task: Informative Presentation, 414–430; Speaking Activity: Small Group Oral Report, 697</p>
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>SE: Speaking Toolbox, 41, 87, 103, 135, 138, 179, 196, 259, 269; Speak Out! 15, 41, 57, 87, 119, 135, 157, 169, 179, 219, 259, 269, 279; Collaborative Discussion (informational text), 15, 26, 57, 70, 72, 76, 103, 124, 157, 163, 168, 196, 211; Collaborative Discussion (literary text), 19, 33, 63, 86, 112, 119, 134, 153, 159, 178, 204, 207, 219, 228, 250, 258, 269, 278</p> <p>TE: Listening to an Argument, 525; Active Listening, 38, 223, 669; Monitoring Listening, 386, 387; Collaborative Discussion (examples), 14, 19, 55, 62, 78, 94, 118, 156, 163, 177, 201, 242, 260, 364, 444, 467, 487, 520, 545, 586, 626, 653, 669, 690, 738, 747, 786, 795, 799</p>

Standard	Descriptor	Citations
Language Standards		
Conventions of Standard English		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: Edit, 45, 91, 183, 233, 283; Quick Reference: Punctuation, R5–R7; Capitalization, R8–R9; Vocabulary and Spelling, R28–R37 TE: How English Works (examples), 7, 11, 16, 20, 29, 41, 149, 153, 158, 233, 245, 259, 293, 306, 379, 389, 403, 497, 509, 519, 534, 611, 615, 628, 725, 733, 814, 828, 840
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	SE: Pronoun Forms, R11 TE: Subject Pronouns, 81, 85, 92, 96, 117, 120; Object Pronouns, 171, 176, 181, 185, 195, 200, 204, 208; Possessive Pronouns, 221, 225, 229, 233
L.6.1b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	SE: Reflexive and Intensive Pronouns, R12 TE: Reflexive and Intensive Pronouns, 337, 345, 349, 353
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	SE: Pronouns, R10–R12 TE: Pronouns, 81, 85, 92, 96, 117, 120, 171, 176, 181, 185, 195, 200, 204, 208
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	SE: Pronouns, R10–R12 TE: Vague Pronouns, 245, 250, 259, 263; Indefinite Pronouns, 389, 399, 403
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	SE: Idioms, Slang, and Figurative Language, R28; Informal Language, 179; also see: Speaking Toolbox: Formal and Informal Language, 179 TE: Idioms, 144o, 219, 339, 551, 693
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: Edit, 45, 91, 183, 233, 283; Quick Reference: Punctuation, R5–R7; Capitalization, R8–R9; Vocabulary and Spelling, R28–R37 TE: Spelling, 138, 279, 568, 714, 858; Edit, 138, 279, 568, 714, 858
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	SE: Edit, 45, 91, 183, 233, 283; Quick Reference: Punctuation, R5–R7 TE: Edit, 138, 279, 568, 714, 858

Standard	Descriptor	Citations
L.6.2b	Spell correctly.	SE: Vocabulary and Spelling, R28–R37 TE: Spelling, 45, 91, 183, 233, 283; Weekly Spelling, 6, 28, 56, 80, 104, 128, 148, 170, 194, 220, 244, 272, 292, 314, 336, 365, 388, 416, 436, 458, 484, 508, 533, 558, 578, 600, 627, 651, 679, 704, 724, 745, 772, 796, 821, 848
Knowledge of Language		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: Edit, 45, 91, 183, 233, 283; Quick Reference: Punctuation, R5–R7; Capitalization, R8–R9; Vocabulary and Spelling, R28–R37 TE: Spelling, 138, 279, 568, 714, 858; Edit, 138, 279, 568, 714, 858
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	SE: The Structure of Sentences, R22–R23 TE: Complex Sentences, 822, 828, 837, 840; Revise, 134, 278, 422, 426, 564, 710, 854
L.6.3b	Maintain consistency in style and tone.	SE: Performance Task, 42–45, 88–91, 136–139, 180–183, 230–233, 280–283 TE: Performance Task, 126–142, 270–286, 414–430, 556–572, 702–718, 846–862
Vocabulary Acquisition and Use		
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	SE: Multiple-Meaning Words, 161, 210, 263, R32; Vocabulary Strategy: Scientific Terminology, 15; Using Context Clues, 19; Word Families, 57; Figurative Language, 113; Identifying Prefixes, 157; Idioms, 228; Degrees of Comparison, 278 TE: Multiple-Meaning Words, 2g, 2m, 36, 95, 98, 143d, 228, 288m, 319, 356, 410, 432k
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE: Vocabulary Strategy: Scientific Using Context Clues, 19; Context Clues, 101, 122, 156, 161, 263, 265; R28 TE: Context Clues, 15, 47, 55, 108, 143b, 212, 375, 475, 476, 657, 811; Critical Vocabulary (examples), 22, 68, 84, 91, 157, 164, 175, 184, 207, 232, 301, 308, 352, 372, 398, 445, 488, 496, 543, 587, 644, 663, 688; Assessment 50, 75, 98, 188

Standard	Descriptor	Citations
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<p>SE: Vocabulary Strategy: Word Families, 57; Identifying Prefixes, 157; Suffixes That Form Nouns, 143; Latin and Greek Affixes, 237; Prefix, 31, 121, 150, 155, 253, R29; Suffix, 75, 217, 278, 279, R29–R30; Roots, 102, 247, R29</p> <p>TE: Prefixes, 8, 111, 119, 122, 143f, 143k, 214, 255, 287g, 323, 431d, 432m, 491, 573g; Suffixes, 20, 144i, 236, 266, 287k, 432o, 502, 573a, 573g, 610, 719d, 762, 783, 863d; Affixes of all kinds, 64, 574m, 727, 863a</p>
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>SE: Checking Dictionary, 40, 86, 161, 187, 197, 228, 237; Reading Hard Words, 10; Using Reference sources, R32–R33</p> <p>TE: Use a dictionary to check meanings (examples), 22, 28, 40, 44, 84, 116, 128, 157, 164, 184, 203, 220, 292, 301, 327, 445, 458, 488, 587, 654, 663, 730</p>
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>SE: Vocabulary Strategy: Scientific Using Context Clues, 19; Context Clues, 101, 122, 156, 161, 263, 265; R28</p> <p>TE: Context Clues, 15, 47, 55, 108, 143b, 212, 375, 475, 476, 657, 811; Critical Vocabulary (examples), 22, 68, 84, 91, 157, 164, 175, 184, 207, 232, 301, 308, 352, 372, 398, 445, 488, 496, 543, 587, 644, 663, 688; Assessment 50, 75, 98, 188</p>
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>SE: Unit Opener: Figurative Language, 49; Vocabulary Strategy: Figurative Language, 113; Understanding Poetic Style, 204; Similes and Metaphors, 204; Practice and Apply, 205</p> <p>TE: Figurative Language, 88, 151, 287a, 348, 359, 382, 431f, 591, 620, 622, 626, 629, 693, 732, 755, 810</p>

Standard	Descriptor	Citations
L.6.5a	Interpret figures of speech (e.g., personification) in context.	<p>SE: For related material see: Vocabulary Strategy: Idioms, 228; Informal Language, 179; Figurative Language, 49; Vocabulary Strategy: Figurative Language, 113; Understanding Poetic Style, 204; Similes and Metaphors, 204; Practice and Apply, 205</p> <p>TE: Personification, 144i, 810; Idioms, 144o, 219, 339, 551, 693; Figurative Language, 88, 151, 287a, 348, 359, 382, 431f, 591, 620, 622, 626, 629, 693, 732, 755, 810</p>
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<p>SE: Connotation and Denotation, 187; Synonyms, 95, 123; Vocabulary and Spelling: Synonyms and Antonyms, R31; Denotation and Connotation, R31; Analogies, R31; Homonyms, Homographs, and Homophones, R32</p> <p>TE: Homophones, 224, 695, 740, 784; Antonyms, 698, 790; Synonyms, 836; Shades of Meaning: Connotation, 787</p>
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	<p>SE: Connotation and Denotation, 187; R31</p> <p>TE: Connotation and Denotation, 536, 574m, 581, 631, 719a, 719f, 787, 863g</p>
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>SE: Unit Vocabulary, 4–5, 48–49, 94–95, 142–143, 186–187, 236–237; Vocabulary Strategy, 15, 19, 57, 113, 157, 228, 278</p> <p>TE: Academic Vocabulary, 28, 56, 80, 104, 128, 170, 194, 220, 244, 272, 314, 336, 388, 416, 458, 484, 508, 533, 600, 627, 651, 679, 704, 724, 745, 772, 796; Critical Vocabulary (examples), 22, 68, 84, 91, 157, 164, 175, 184, 207, 232, 301, 308, 352, 372, 398, 445, 488, 496, 543, 587, 644, 663, 688</p>