

Texas' English Language Arts Standards – Sixth Grade

Reading: Foundational Language Skills

Knowledge and skills	Spalding Teacher's Guide	Comments <i>*WRTR 6th Revised Edition</i>	Spalding Resource Center
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>			
<p>(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately</p>	<p><u>Planning Section</u> p. 73 Comprehension #1-6 (<i>teach and practice</i>) <u>Delivering Section</u> p. 86-89 (<i>teach</i>)</p>	<p>Listen actively p. 96 Delivering Integrated Writing Instruction (<i>teach</i>)</p> <p>Ask clarifying questions p. 173 last paragraph regarding reading comprehension strategies continued on page 174 (<i>teach</i>)</p> <p>p. 27 Aligning Questions and Responses to Each Objective: Examples (<i>teach</i>)</p> <p>Respond appropriately p. 35 Articulation and Reflection (<i>teach</i>)</p>	<p>Downloadable > All Grades > Collins Model of Instruction (<i>teach</i>)</p>

<p>(B) follow and give oral instructions that include multiple action steps</p>	<p>Follow <u>Delivering Section</u> p. 6 (<i>teach and practice</i>) p. 24-25 (<i>teach and practice</i>) p. 40-41 (<i>teach and practice</i>) Give <u>Delivering Section</u> p. 20 (<i>teach and practice</i>) p. 27-28 (<i>teach and practice</i>)</p>	<p>Follow instructions p. 181 Attention Management continued on p. 182 (<i>teach</i>) Give oral instructions p. 184 Articulation (<i>teach</i>)</p>	
<p>(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</p>	<p><u>Delivering Section</u> Fluent and Expressive Reading Procedures p. 82-85 (<i>teach</i>) <u>Planning Section</u> p. 109 Composition #1 (<i>teach and practice</i>) p. 122 Composition #1 (<i>teach and practice</i>)</p>		<p>Specific stance, employing eye contact Specific position, employing eye contact</p> <p>Downloadable > All Grades > Assessment Checklists, Forms & Analyses > Oral Presentation Rubric (<i>practice</i>)</p> <p>Specific stance employing speaking rate Specific position, employing speaking rate</p> <p>Teacher’s Guides > Sixth Grade Teacher’s Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Pacing/Tempo (<i>teach and practice</i>)</p> <p>Specific stance employing volume Specific position, employing volume</p>

			<p>Teacher's Guides > Sixth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Intonation (<i>teach and practice</i>)</p> <p>Specific stance employing enunciation Specific position, employing enunciation</p> <p>Teacher's Guides > Sixth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Enunciation/Stress (<i>teach and practice</i>)</p> <p>Specific stance employing natural gestures Specific position, employing natural gestures</p> <p>Specific stance employing enunciation Specific position, employing enunciation</p> <p>Teacher's Guides > Sixth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Phrasing (<i>teach and practice</i>)</p>
(D) participate in student-led discussions by eliciting and considering	Eliciting suggestions		

<p>suggestions from other group members, taking notes, and identifying points of agreement and disagreement</p>	<p>Considering suggestions Taking notes Identifying points of agreement <u>Planning Section</u> p. 109 Composition #1 (teach and practice) Identifying points of disagreement <u>Planning Section</u> p. 109 Composition #1 (teach and practice)</p>		
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>			
<p>(A) Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>Meaning <u>Planning Section</u> p. 47-49 Writing Skills Trace (teach) p. 64 Sentence Construction with Vocabulary #1 (teach and practice) <u>Delivering Section</u> p. 39-44 (teach and practice) Syllabication <u>Delivering Section</u> p. 33-38 (teach and practice) <u>Planning Section</u></p>	<p>p. 96 Teaching Sentence Construction with Vocabulary Development continued through page 102 (teach)</p>	<p>Downloadable > All Grades > Reading > 3 Mental Actions (teach)</p> <p>Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide (teach and practice)</p>

	<p>p. 69 High Frequency Vocabulary #1-6 (<i>teach and practice</i>)</p> <p>Pronunciation <u>Delivering Section</u> p. 23-38 (<i>teach and practice</i>) <u>Planning Section</u> p. 72 High Frequency Vocabulary #1-8 (<i>teach and practice</i>)</p> <p>Origin <u>Planning Section</u> p. 47-49 Writing Skills Trace (<i>teach</i>) p. 79 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>) p. 88 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>Part of speech <u>Delivering Section</u> p. 39-44 (<i>teach and practice</i>) p. 104 Sentence Construction with Vocabulary Development #1 (daily sentence construction practice) (<i>teach and practice</i>)</p>		
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<p>(B) use context such as definition, analogy, and examples to clarify the meaning of words</p>	<p><u>Delivering Section</u> p. 87-89 (<i>teach</i>) <u>Planning Section</u> p. 73 Comprehension # 1-2 (<i>teach</i>) and #3-6 (<i>practice</i>)</p>		
<p>(C) determine the meaning and usage of grade level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p>	<p>Meaning Greek <u>Planning Section</u> Writing Skills Trace p. 47-49 (<i>teach</i>) Meaning Latin <u>Planning Section</u> Writing Skills Trace p. 47-49 (<i>teach</i>) p. 120 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>) Usage Greek <u>Planning Section</u> p. 126 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>) Usage Latin p. 118 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>)</p>		

<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:</p>			
<p>[A] adjust fluency when reading grade-level text based on the reading purpose</p>	<p><u>Delivering Section</u> p. 71-74 (<i>teach</i>) <u>Planning Section</u> p. 57 Text Structure #1-2 (<i>teach and practice</i>)</p>	<p>p. 136 Text Structure (<i>teach</i>) p. 21 Fluent and Expressive Reading (<i>teach</i>) p. 175 Text Fluency and Decodable Books (<i>teach</i>) p. 135 Fluent and Expressive Reading (<i>teach</i>)</p>	
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>Self-select <u>Delivering Section</u> p. 75-85 (<i>teach</i>) <u>Planning Section</u> p. 61 Literary Appreciation/Fluency #1 (<i>practice</i>) p. 71 Literary Appreciation/Fluency #1 (<i>practice</i>)</p>	<p>Read independently p. 21 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Downloadable > Sixth Grade: General Resources > Reading > 6th Grade Fluency Recommended Literature List (<i>teach</i>)</p>
<p>(5) Comprehension skills: listening, speaking,</p>			

<p>reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>			
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p>Assigned <u>Planning Section</u> p. 18 Framework for Designing Lessons (<i>teach</i>) Self-Selected <u>Planning Section</u> p. 10 Fluency: Literary Appreciation (<i>teach</i>)</p>	<p>p. 20 Reading: What to Teach, Literary Appreciation, and Attributes of Fine Literature (<i>teach</i>)</p>	<p>Assigned Teacher’s Guides > Practicing and Assessing Comprehension Guides (<i>teach</i> and <i>practice</i>)</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) Before reading to deepen understanding <u>Planning Section</u> p. 73 Comprehension #1-6 (<i>teach</i> and <i>practice</i>) Before reading to gain Information <u>Planning Section</u> p. 76 Comprehension #1-4 (<i>teach</i> and <i>practice</i>) During reading to deepen understanding <u>Planning Section</u></p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>) p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>

	<p>p. 79 Comprehension #1-4 (<i>teach and practice</i>) During reading to gain Information <u>Planning Section</u> p. 83 Comprehension #1-5 (<i>teach and practice</i>) After reading to deepen understanding <u>Planning Section</u> p. 86 Comprehension #1-7 (<i>teach and practice</i>) After reading to gain Information <u>Planning Section</u> p. 88 Comprehension #1-8 (<i>teach and practice</i>)</p>		
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) Make predictions using text features <u>Planning Section</u> p. 65 Text Structure #1-5 (<i>teach</i>) and #6 (<i>practice</i>) Make predictions using characteristics of genre <u>Planning Section</u> p. 103 Comprehension #1-4 (<i>teach and practice</i>) Make predictions using structures <u>Planning Section</u> p. 68 Text Structure #1 (<i>teach</i>) and #2 (<i>practice</i>)</p>	<p>p. 21 Text structure continued on p. 22 p. 145-148</p>	<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>

	<p>Correct or confirm predictions using text features <u>Planning Section</u> p. 73 Comprehension #1-6 (<i>teach and practice</i>)</p> <p>Correct or confirm predictions using characteristics of genre <u>Planning Section</u></p> <p>Correct or confirm predictions using structures <u>Planning Section</u> p. 76 Comprehension #1-6 (<i>teach and practice</i>) p. 83 Comprehension #1-10 (<i>teach and practice</i>)</p>		
(D) create mental images to deepen understanding;	<u>Planning Section</u> p. 112 Literary Composition #1-2 (<i>teach and practice</i>)	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	
(E) make connections to personal experiences, ideas in other texts, and society;	<u>Delivering Section</u> p. 86-89 (<i>teach</i>) Personal experiences <u>Planning Section</u> p. 73 Comprehension # 1-6 (<i>teach and practice</i>) Ideas in other texts p. 117 Literary Appreciation #2 (<i>teach and practice</i>) p. 128 Literary Appreciation #10 (<i>teach and practice</i>) Society p. 130 Comprehension #3 (<i>teach and practice</i>) p. 132 Comprehension #3-6 (<i>teach and practice</i>)	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)

	p. 134 Comprehension #3-4 (<i>teach and practice</i>)		
(F) make inferences and use evidence to support understanding;	<u>Delivering Section</u> p. 86-89 (<i>teach</i>) Make inferences <u>Planning Section</u> p. 128 Literary Appreciation #7-9 (<i>teach and practice</i>) Use evidence p. 136 Comprehension #6-7 (<i>teach and practice</i>)	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>) Downloadable > 6 th Grade > Sixth Grade: Week 09 > Reading > G6W9TS1MA3_9 (<i>teach and practice</i>) Downloadable > 6 th Grade > Sixth Grade: Week 09 > Reading > G6W12MA3&4LAF2-7, 9, 11 (<i>teach and practice</i>)
(G) evaluate details read to determine key ideas;	<u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 183 Comprehension #1-5 (<i>teach and practice</i>)	p. 22 Mental actions continued on p. 23 p. 145-148 (<i>teach</i>)	Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)

			Downloadable > 6 th Grade > Sixth Grade: Week 09 > Reading > G6W9TS1MA3_9 (<i>teach and practice</i>)
(H) synthesize information to create new understanding; and	<u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 136 Comprehension #3-7 (<i>teach and practice</i>) p. 132 Composition #1 (<i>teach and practice</i>)	p. 22 Mental actions continued on p. 23 p. 145-148 (<i>teach</i>)	Downloadable > All Grades > Graphic Organizers > Writing > Informative Compare/Contrast PDF (<i>teach</i>) Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Monitor comprehension <u>Planning Section</u> p. 73 Comprehension #1-6 (<i>teach and practice</i>) p. 76 Comprehension #1-4 (<i>teach and practice</i>) Make adjustments <u>Planning Section</u> p. 83 Comprehension #1-5 (<i>teach and practice</i>)	p. 22 Mental actions continued on p. 23 p. 145-148 (<i>teach</i>)	Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)

			<p>Downloadable > 6th Grade > Sixth Grade: Week 10 > Reading > G6W10MA3_7 (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 12 > G6W12MA3&4LAF2_7, 9, 11 (<i>teach and practice</i>)</p>
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
(A) describe personal connections to a variety of sources, including self-selected texts;	<p><u>Planning Section</u> p. 77 Literary Appreciation/Fluency #8-9 (<i>teach and practice</i>) p. 79 Comprehension #1-4 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	Downloadable > 6 th Grade > Sixth Grade: Week 18 > Reading > G6W18MA3LAF1, 3, 5-10 Page 7 (<i>practice</i>)
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	<p>Within <u>Planning Section</u> p. 98 Composition #1-2 (<i>teach and practice</i>) p. 122 Composition #1 (<i>teach and practice</i>)</p>		Downloadable > All Grades > Graphic Organizers > Writing > Informative Compare-Contrast (<i>practice</i>)

	<p>Across <u>Planning Section</u> p. 79 Composition #1-2 (<i>teach and practice</i>) p. 130 Composition #2 (<i>teach and practice</i>) p. 130 Literary Appreciation/Fluency #2 (<i>teach and practice</i>) p. 136 Comprehension #4 (<i>teach and practice</i>)</p>		Downloadable > 6 th Grade > Sixth Grade: Week 18 > Reading > G6W17MA3LAF1, 4-7 (<i>practice</i>)
(C) use text evidence to support an appropriate response;	<p><u>Planning Section</u> p. 136 Comprehension #6-7 (<i>teach and practice</i>) p. 119 Composition #1 (<i>teach and practice</i>) p. 121 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	Downloadable > 6 th Grade > Sixth Grade: Week 16 > Reading > G6W1MA3LAF1,3_5, 8 (<i>teach and practice</i>)
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<p>Paraphrase maintain meaning <u>Planning Section</u> p. 121 Comprehension #2-3 (<i>teach and practice</i>) p. 125 Comprehension #2-4 (<i>teach and practice</i>) Paraphrase maintain logical order <u>Planning Section</u> p. 127 Comprehension #1-3 (<i>teach and practice</i>) Summarize maintain meaning <u>Planning Section</u> p. 138 Comprehension #3-5 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 p. 145-148 (<i>teach</i>)	Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>) Downloadable > 6 th Grade > Sixth Grade: Week 17 > Reading >

	<p>Summarize maintain logical order</p> <p><u>Planning Section</u> p. 136 Comprehension #1-7 <i>(teach and practice)</i> p. 113 Comprehension #1-3 <i>(teach and practice)</i></p>		<p>G6W17LAF10 <i>(teach and practice)</i></p> <p>Downloadable > 6th Grade > Sixth Grade: Week 26 > Reading > G6W26MA3LAF5_8, 10 <i>(teach and practice)</i></p>
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p><u>Delivering Section</u> p. 86-89 <i>(teach)</i></p> <p><u>Planning Section</u> p. 140 Comprehension #1-3 <i>(teach and practice)</i> p. 127 Comprehension #1,5 <i>(teach and practice)</i> p. 123 Literary Appreciation/Fluency #1-11 <i>(teach and practice)</i></p>	<p>p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage <i>(teach)</i> p. 22 Mental actions continued on p. 23 <i>(teach)</i></p>	<p>Downloadable > 6th Grade> Sixth Grade: Week 26 > Reading > G5W26LAF10 <i>(teach and practice)</i></p> <p>Downloadable > 6th Grade> Sixth Grade: Week 06 > Reading > G5W6MA3LAF1, 4_7 <i>(teach and practice)</i></p>
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p><u>Delivering Section</u> p. 86-89 <i>(teach)</i></p> <p><u>Planning Section</u> p. 113 Comprehension #4 <i>(teach and practice)</i> p. 74 Literary Appreciation/Fluency #2-9 <i>(teach and practice)</i> p. 56 Sentence Construction with Vocabulary Development #1 <i>(teach and practice)</i> p. 58 Sentence Construction with Vocabulary Development #1 <i>(teach and practice)</i></p>	<p>p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage <i>(teach)</i> p. 22 Mental actions continued on p. 23 <i>(teach)</i></p>	

<p>(G) discuss and write about the explicit or implicit meanings of text</p>	<p>Discuss <u>Planning Section</u> p. 91 Comprehension #4-6 (<i>teach and practice</i>) p. 88 Comprehension #5 (<i>teach and practice</i>) Write about <u>Planning Section</u> p. 73 Comprehension #1-6 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable > 6th Grade > Sixth Grade: Week 31 > Reading > G5W31LAF12 (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 32 > Reading > G5W32LAF12 (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 26 > Reading > G5W26MA3LAF5_8, 10 (<i>teach and practice</i>)</p>
<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p>	<p>Appropriate register <u>Planning Section</u> p. 130 Composition #1 (<i>teach and practice</i>) p. 96 Composition #1-2 (<i>teach and practice</i>) Appropriate vocabulary <u>Planning Section</u> p. 112 Composition #1 (<i>teach and practice</i>) p. 136 Composition #1 (<i>teach and practice</i>) Appropriate tone <u>Planning Section</u> p. 109 Composition #1-2 (<i>teach and practice</i>) Appropriate voice <u>Planning Section</u></p>		<p>Downloadable > All Grades > Assessment Checklists, Forms & Analyses > Oral Presentation Rubric (<i>practice</i>)</p>

	p. 119 Composition #1 (<i>teach and practice</i>)		
(I) reflect on and adjust responses as new evidence is presented	Reflect <u>Planning Section</u> p. 88 Composition #1 (<i>teach and practice</i>) Adjust p. 82 Composition #1 (<i>teach and practice</i>)		
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
(A) infer multiple themes within and across texts using text evidence	Within <u>Planning Section</u> p. 115 Composition #1-2 (<i>teach and practice</i>) p. 80 Literary Appreciation/Fluency # 7-10 (<i>teach and practice</i>) Across <u>Planning Section</u>	p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)	Downloadable > 6 th Grade > Sixth Grade: Week 27 > Reading > G6W27LAF1_2 (<i>teach and practice</i>)

	<p>p. 130 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)</p> <p>p. 117 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)</p>		
(B) analyze how the characters' internal and external responses develop the plot	<p>Internal <u>Planning Section</u> p. 111 Literary Appreciation/Fluency #2-5 (<i>teach and practice</i>) p. 119 Literary Appreciation/Fluency #2-3 (<i>teach and practice</i>)</p> <p>External <u>Planning Section</u> p. 77 Literary Appreciation/Fluency #4 <i>teach and practice</i>)</p>	p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)	<p>Downloadable > Fourth Grade > Fourth Grade: Week 11 > Reading > G5W11LAF2_7 (<i>teach and practice</i>)</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 10 > Reading > G5W10LAF2_7 (<i>teach and practice</i>)</p>
(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and	<p>Rising action <u>Planning Section</u> p. 119 Literary Appreciation/Fluency #4, 6-8 (<i>teach and practice</i>) p. 121 Literary Appreciation/Fluency #11 (<i>teach and practice</i>)</p> <p>Climax <u>Planning Section</u></p>	p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)	<p>Downloadable > 6th Grade> Sixth Grade Week 26 > Reading > G6W26LAF10 (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade> Sixth Grade Week 18 > Reading > G6W18MA3LAF1,3, 5-10 (<i>teach and practice</i>)</p>

	<p>p. 119 Literary Appreciation/Fluency #11 (<i>teach and practice</i>)</p> <p>p. 125 Literary Appreciation/Fluency #8 (<i>teach and practice</i>)</p> <p>Falling action <u>Planning Section</u></p> <p>p. 127 Literary Appreciation/Fluency #5 (<i>teach and practice</i>)</p> <p>Resolution <u>Planning Section</u></p> <p>p. 127 Literary Appreciation/Fluency #4-5 (<i>teach and practice</i>)</p> <p>Non-linear <u>Planning Section</u></p> <p>p. 109 Literary Appreciation/Fluency # 6 (<i>teach and practice</i>)</p>		
<p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development</p>	<p>Historical—character <u>Planning Section</u></p> <p>p. 99 Literary Appreciation/Fluency #8-11 (<i>teach and practice</i>)</p> <p>Cultural—character <u>Planning Section</u></p> <p>p. 138 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)</p> <p>Historical—plot <u>Planning Section</u></p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable > 6th Grade > Sixth Grade: Week 25 > Reading > G6W25MA3_4LAF1, 4, 6, 7, 9 (<i>teach and practice</i>)</p>

	<p>p. 99 Literary Appreciation/Fluency #8-11 (<i>teach</i> and <i>practice</i>)</p> <p>Cultural—plot <u>Planning Section</u></p> <p>p. 138 Literary Appreciation/Fluency #1-2 (<i>teach</i> and <i>practice</i>)</p>		
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>			
<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths</p>			

<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</p>	<p>Meter Structural elements <u>Planning Section</u> p. 136 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>) p. 138 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)</p>		
<p>(C) analyze how playwrights develop characters through dialogue and staging</p>	<p>Dialogue Staging</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Characteristics of Drama (<i>Teach and Practice</i>)</p>
<p>(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition,</p>	<p>Characteristics including thesis with supporting evidence <u>Planning Section</u> p. 68 Text Structure #1-2 (<i>teach and practice</i>) Characteristics including features to gain background information <u>Planning Section</u> p. 86 Text Structure #1 (<i>teach and practice</i>) Characteristics including organizational patterns <u>Planning Section</u> p. 91 Comprehension #7 (<i>teach and practice</i>) Structural elements including thesis with supporting evidence <u>Planning Section</u></p>		<p>Downloadable > 6th Grade > Sixth Grade: Week 10 > Reading > G6W10MA3_7 (<i>Teach and Practice</i>)</p>

<p>i.classification, advantage, and disadvantage</p>	<p>p. 80 Literary Appreciation/Fluency #7-10 (<i>teach and practice</i>) Structural elements including features to gain background information <u>Planning Section</u> p. 91 Text Structure #1 (<i>teach and practice</i>) p. 93 Comprehension #3-7 (<i>teach and practice</i>) Structural elements including organizational patterns <u>Planning Section</u> p. 82 Text Structure #1-2 (<i>teach and practice</i>)</p>		
<p>(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader</p>	<p>Analyze characteristics of argumentative text by identifying the claim <u>Planning Section</u> p. 96 Comprehension #3 with McCall Crabbs passage E23 → p. 85 Composition #1-2 (<i>teach</i>) p. 85 Composition #2 (<i>teach and practice</i>) Analyze characteristics of argumentative text by explaining how the author uses various types of evidence to support the argument <u>Planning Section</u> p. 71 Comprehension #5 with McCall Crabbs passage E30 →</p>		<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative-Narrative (<i>teach and practice</i>) Teacher’s Guides > 6th Grade > McCall Harby/McCall Crabbs Manual Section E (<i>teach and practice</i>)</p>

	<p>Analyze characteristics of argumentative text by identifying the intended audience or reader <u>Planning Section</u> p. 96 Comprehension #3 with McCall Crabbs passage E23 →</p> <p>Analyze structures of argumentative text by identifying the claim <u>Planning Section</u> p. 93 Comprehension #1 with McCall Crabbs passage E40 →</p> <p>Analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument <u>Planning Section</u> p. 83 Comprehension #4 with McCall Crabbs passage E71 →</p> <p>Analyze structures of argumentative text by identifying the intended audience or reader <u>Planning Section</u> p. 83 Comprehension #3 with McCall Crabbs passage 9 →</p>		
(F) recognize characteristics of multimodal and digital texts.	Digital Multimodal		

<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>			
<p>(A) explain the author's purpose and message within a text;</p>	<p>Purpose <u>Planning Section</u> p. 65 Text Structure #1, 6 (<i>teach and practice</i>)</p> <p>Message <u>Planning Section</u> p. 83 Comprehension #1-5 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
<p>(B) analyze how the use of text structure contributes to the author's purpose;</p>	<p><u>Planning Section</u> p. 82 Text Structure #1-2 (<i>teach and practice</i>) p. 68 Text Structure #1-2 (<i>teach and practice</i>) p. 86 Text Structure #1 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141 (<i>teach</i>)</p>	

<p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>Print features p. 82 Text Structure #1-2 (<i>teach and practice</i>) p. 88 Text Structure #1 (<i>teach and practice</i>)</p> <p>Graphic features <u>Planning Section</u> p. 86 Text Structure #1 (<i>teach and practice</i>)</p>		<p>Downloadable > 6th Grade > Sixth Grade: Week 11 > Reading > G6W11TS1MA4_6 (<i>teach and practice</i>)</p>
<p>(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes</p>	<p><u>Planning Section</u> p. 136 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)</p> <p>p. 140 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)</p>		<p>Downloadable > 6th Grade > Sixth Grade: Week 29 > Reading > G6W29LAF1_2 (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 28 > Reading > G6W28LAF1_2 (<i>teach and practice</i>)</p>
<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose</p>	<p><u>Planning Section</u> p. 65 Text Structure #5-7 (<i>teach and practice</i>)</p>	<p>p. 136-138 Teaching Narrative Structure</p>	<p>Downloadable > All Grades > Reading > Text Structure > Narrative Text Structure Poster (<i>teach</i>)</p> <p>Downloadable > All Grades > Reading > Text Structure > Narrative Text Structure Procedure and Dialogues (<i>teach and practice</i>)</p> <p>Teacher's Guides > 6th Grade > Practicing and Assessing</p>

			Comprehension p. 29-61 <i>(practice)</i>
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<p>(F) analyze how the author's use of language contributes to mood and voice</p>	<p><u>Planning Section</u> p. 123 Literary Appreciation/Fluency #2-9 (<i>teach and practice</i>) p. 127 Literary Appreciation/Fluency #1-6 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable > 6th Grade > Sixth Grade: Week 18 > Reading > G5W18MA3LAF1, 3, 5_10 page 3 (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 17 > Reading > G5W17MA3LAF1, 4_7 page 6 (<i>teach and practice</i>)</p>
<p>(G) explain the differences between rhetorical devices and logical fallacies</p>	<p><u>Planning Section</u> p. 88 Comprehension #7 (<i>practice</i>)</p>		
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>			
<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as discussion,</p>	<p><u>Delivering Section</u> p. 69 Prewriting (<i>teach</i>) <u>Planning Section</u> p. 119 Composition #1(<i>teach and practice</i>) p. 105 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 119 Prewriting continued on p. 120 until Composing</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 10 > Writing > G6W10C1_2 (<i>teach and practice</i>)</p>

background reading, and personal interests	<p>p. 90 Composition #1-2 (<i>teach and practice</i>)</p> <p>p. 79 Composition #1-2 (<i>teach and practice</i>)</p>		Downloadable > 6 th Grade > Sixth Grade: Week 01 > Writing > G6D5C2W2 (<i>teach and practice</i>)
i.(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	<p><u>Delivering Section</u> p. 69 Composing</p> <p>Focus by organizing with purposeful structure, including an introduction</p> <p><u>Planning Section</u> p. 65 Composition #1 (<i>teach and practice</i>)</p> <p>p. 79 Composition #1 (<i>teach and practice</i>)</p> <p>Focus by organizing with purposeful structure, including transitions</p> <p><u>Planning Section</u> p. 117 Composition #1 (<i>teach and practice</i>)</p> <p>Focus by organizing with purposeful structure, including coherence within paragraphs</p> <p><u>Planning Section</u> p. 119 Composition #1 (<i>teach and practice</i>)</p> <p>Focus by organizing with purposeful structure, including coherence across paragraphs</p> <p><u>Planning Section</u> p. 82 Composition #1 (<i>teach and practice</i>)</p>	p. 120 Composing	<p>Downloadable > All Grades > Graphic Organizers > Writing (<i>teach and practice</i>)</p> <p>Focus with structure</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 05 > Writing > G6W5C2 (<i>teach and practice</i>)</p> <p>Focus with details and facts</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 01 > Writing > G6D5C2 (<i>teach and practice</i>)</p> <p>Structure with intro, details, and conclusion</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 10 > Writing > G6W10C1_2 (<i>teach and practice</i>)</p>

	<p>Focus by organizing with purposeful structure, including a conclusion <u>Planning Section</u> p. 88 Composition #1 (<i>teach and practice</i>)</p> <p>Structure by organizing with purposeful structure, including an introduction <u>Planning Section</u> p. 66 Composition #1 (<i>teach and practice</i>)</p> <p>Structure by organizing with purposeful structure, including transitions <u>Planning Section</u> p. 132 Composition #1 (<i>teach and practice</i>)</p> <p>Structure by organizing with purposeful structure, including coherence within paragraphs <u>Planning Section</u> p. 73 Composition #3 (<i>teach and practice</i>)</p> <p>Structure by organizing with purposeful structure, including coherence across paragraphs <u>Planning Section</u> p. 112 Composition #1-3 (<i>teach and practice</i>)</p> <p>Structure by organizing with purposeful structure, including a conclusion <u>Planning Section</u></p>		
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	<p>p. 109 Composition #2 (<i>teach and practice</i>) Coherent by organizing with purposeful structure, including an introduction <u>Planning Section</u> P. 68 Composition #2 (<i>teach and practice</i>) Coherent by organizing with purposeful structure, including transitions <u>Planning Section</u> p. 98 Composition #2 (<i>teach and practice</i>) Coherent by organizing with purposeful structure, including coherence within paragraphs <u>Planning Section</u> p. 115 Composition #1-2 (<i>teach and practice</i>) Coherent by organizing with purposeful structure, including coherence across paragraphs <u>Planning Section</u> p. 93 Composition #2 (<i>teach and practice</i>) Coherent by organizing with purposeful structure, including a conclusion <u>Planning Section</u> p. 125 Composition #1 (<i>teach and practice</i>)</p>		
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	<p>Focus by developing an engaging idea reflecting depth of thought with specific facts <u>Planning Section</u> p. 79 Composition #2 (<i>teach and practice</i>)</p> <p>Focus by developing an engaging idea reflecting depth of thought with specific details <u>Planning Section</u> p. 85 Composition #1 (<i>teach and practice</i>) p. 130 Composition #1-2 (<i>teach and practice</i>)</p> <p>Structure by developing an engaging idea reflecting depth of thought with specific facts <u>Planning Section</u> p. 86 Composition #3-4 (<i>teach and practice</i>)</p> <p>Structure by developing an engaging idea reflecting depth of thought with specific details <u>Planning Section</u> p. 90 Composition #2 (<i>teach and practice</i>)</p> <p>Coherent by developing an engaging idea reflecting depth of thought with specific facts <u>Planning Section</u> p. 109 Composition #1 (<i>teach and practice</i>)</p>		
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	<p>Coherent by developing an engaging idea reflecting depth of thought with specific details <u>Planning Section</u> p. 122 Composition #1 (<i>teach and practice</i>)</p>		
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p><u>Delivering Section</u> p. 69 Revising (<i>teach</i>)</p> <p>Clarity p. 93 Composition #2 (<i>teach and practice</i>)</p> <p>Development p. 136 Composition #1 (<i>teach and practice</i>)</p> <p>Organization p. 132 Composition #1 (<i>teach and practice</i>)</p> <p>Style p. 112 Composition #1-2 (<i>teach and practice</i>)</p> <p>Word choice p. 73 Composition #3 (<i>teach and practice</i>) with p. 76 Composition #1 (<i>teach and practice</i>)</p> <p>Sentence variety p. 82 Composition #1 (<i>teach and practice</i>) p. 68 Composition #2 (<i>teach and practice</i>)</p>	<p>p. 120 Revising continued on p. 121 until Editing</p>	<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows (<i>teach and practice</i>)</p> <p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Revising and Editing Bingo (<i>practice</i>)</p>

<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ii. past tense of irregular verbs; iii. singular, plural, common, and proper nouns; iv. adjectives, including their comparative and superlative forms; v. adverbs that convey frequency and adverbs that convey degree; vi. prepositions and prepositional phrases; vii. pronouns, including reflexive; viii. coordinating conjunctions to form compound subjects, predicates, and sentences; ix. capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; 	<p><u>Delivering Section</u> p. 70 Editing</p> <p>Complex sentences with subject-verb agreement <u>Delivering Section</u> p. 45-55 (<i>teach</i>) p. 59 Sentence Construction with Vocabulary Development #3-4 (<i>teach and practice</i>)</p> <p>Complex sentences with avoidance of splices <u>Planning Section</u></p> <p>Complex sentences with avoidance of run-ons <u>Planning Section</u></p> <p>Complex sentences with avoidance of fragments <u>Planning Section</u></p> <p>Consistent, appropriate use of verb tenses <u>Planning Section</u> p. 64 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>) p. 69 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>) p. 87 Sentence Construction with Vocabulary Development #3-4 (<i>teach and practice</i>)</p>	<p>Simple and compound sentences p. 103 Simple Sentences, Teaching Attributes of Simple Sentences: Example Dialogue, and Teaching Compound Sentences: Example Dialogue continued until p. 107 (<i>teach</i>) p. 106 Teaching (<i>teach</i>) p. 121 Editing continued on p. 122 until Publishing (<i>teach</i>)</p> <p>Parts of Speech p. 108 continued through p. 116 (<i>teach</i>)</p> <p>English conventions <u>Delivering Section</u> p. 21-38 (daily spelling <i>teach and practice</i>)</p>	<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows (<i>teach and practice</i>)</p> <p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Revising Bingo (<i>practice</i>)</p> <p>Downloadable > All Grades > Assessment Checklists, Forms, and Analyses > Writing Checklists (<i>teach and practice</i>)</p> <p>Downloadable > All Grades > Writing > Writing Rubric Template (<i>teach and practice</i>)</p> <p>Downloadable > All Grades > Writing Noun Plurals Posters, Verb Tense Posters, and Personal Pronouns Posters (<i>teach</i>)</p> <p>Downloadable > All Grades > Spelling Dictation > Primary Rule Page Posters (<i>teach</i>) Downloadable > All Grades > Assessment Checklists, Forms and Analyses > Writing Checklists (<i>teach and practice</i>)</p>
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<p>.punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and</p> <p>i.correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>Including conjunctive adverbs <u>Planning Section</u></p> <p>Including prepositions <u>Planning Section</u> p. 65 Sentence Construction with Vocabulary Development #6 <i>(teach and practice)</i></p> <p>Including prepositional phrases <u>Planning Section</u> p. 73 Sentence Construction with Vocabulary Development #4 <i>(teach and practice)</i></p> <p>Including [prepositional phrases'] influence on subject-verb agreement <u>Planning Section</u></p> <p>Including pronouns, including relative <u>Planning Section</u> p. 78 Sentence Construction with Vocabulary Development #2-3 <i>(teach and practice)</i> p. 81 Sentence Construction with Vocabulary Development #2-3 <i>(teach and practice)</i></p> <p>Including subordinating conjunctions to form complex sentences <u>Planning Section</u> p. 89 Sentence Construction with Vocabulary Development #5 <i>(teach and practice)</i></p>		
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	<p>p. 92 Sentence Construction with Vocabulary Development #5 <i>(teach and practice)</i> Including correlative conjunctions <u>Planning Section</u></p> <p>p. 124 Sentence Construction with Vocabulary Development #5 <i>(teach and practice)</i> Including capitalization of proper nouns, including abbreviations <u>Planning Section</u></p> <p>p. 100 Sentence Construction with Vocabulary Development #2 <i>(teach and practice)</i> Including capitalization of proper nouns, including initials <u>Planning Section</u></p> <p>Including capitalization of proper nouns, including acronyms <u>Planning Section</u></p> <p>Including capitalization of proper nouns, including organizations <u>Planning Section</u></p> <p>p. 100 Sentence Construction with Vocabulary Development #2 <i>(teach and practice)</i> Including punctuation marks, including commas in complex sentences <u>Planning Section</u></p>		
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	<p>p. 73 Composition #1-2 (<i>teach and practice</i>) Including punctuation marks, including commas in transitions</p> <p>p. 100 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>) Including punctuation marks, including commas in introductory elements</p> <p><u>Planning Section</u></p> <p>p. 84 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>) Including correct spelling, including commonly confused terms</p> <p><u>Planning Section</u> Daily High Frequency Vocabulary practice Daily Sentence Construction with Vocabulary practice (objective #1)</p>		
(E) publish written work for appropriate audiences.	<p><u>Delivering Section</u></p> <p>p. 70 Publishing (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 125 Composition #1 (<i>teach and practice</i>)</p> <p>p. 130 Composition #1 (<i>teach and practice</i>)</p> <p>p. 132 Composition #1 (<i>teach and practice</i>)</p>	p. 122 Publishing (<i>teach</i>)	<p>Downloadable > All Grades > Graphic Organizers > Writing (<i>teach and practice</i>)</p> <p>Downloadable > All Grades > Assessment Checklists, Forms & Analyses > Oral Presentation Rubric (<i>practice</i>)</p>
(12) Composition: listening, speaking, reading, writing, and			

<p>thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>			
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>Using genre characteristics <u>Planning Section</u> p. 109 Composition #1-2 (<i>teach and practice</i>) p. 90 Composition #1-2 (<i>teach and practice</i>) Using craft <u>Planning Section</u> p. 137 Composition #1 (<i>teach and practice</i>) p. 96 Composition #1-2 (<i>teach and practice</i>)</p>	<p>p. 126 Teaching Narrative Paragraphs continued through Publishing on p. 129 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing > Narrative (<i>teach and practice</i>)</p> <p>Downloadable > 6th Grade > Sixth Grade: Week 01 > Writing > G6W1LOTS (<i>practice</i>)</p>
<p>(B) compose informational texts, including multi paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>Using a clear controlling idea or thesis statement <u>Planning Section</u> p. 79 Composition #1-2 (<i>teach and practice</i>) p. 125 Composition #1 (<i>teach and practice</i>) Using genre characteristics <u>Planning Section</u> p. 86 Composition #3-4 (<i>teach and practice</i>) p. 93 Composition #1-2 (<i>teach and practice</i>) Using craft</p>	<p>p. 123 Teaching Informative Paragraphs continued through Publishing on p. 126 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative (<i>teach and practice</i>)</p>

	<p><u>Planning Section</u> p. 98 Composition #1-2 (<i>teach and practice</i>) p. 113 Composition #3 (<i>teach and practice</i>)</p>		
(C) compose multi-paragraph argumentative texts using genre characteristics and craft	<p>Using genre characteristics <u>Planning Section</u> p. 109 Composition #1-2 (<i>teach and practice</i>) Using craft <u>Planning Section</u> p. 85 Composition #1-4 (<i>teach and practice</i>)</p>		Downloadable > 6 th Grade > Sixth grade: Week 01 > Writing > G6D5C2 (<i>practice</i>)
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	<p><u>Planning Section</u> p. 90 Composition #1-2 (<i>teach and practice</i>) p. 96 Composition #1-2 (<i>teach and practice</i>)</p>		
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
(A) generate student-selected and teacher	Student formal		

<p>guided questions for formal and informal inquiry</p>	<p>p. 79 Composition #1-2 (<i>teach and practice</i>) p. 122 Composition #1 (<i>teach and practice</i>) Student informal p. 105 Composition #1 (<i>teach and practice</i>) Teacher formal p. 100 Composition #2 (<i>teach and practice</i>) Teacher informal p. 127 Composition #3 (<i>teach and practice</i>)</p>		
<p>(B) develop and revise a plan</p>	<p>Develop <u>Planning Section</u> p. 100 Composition #2 (<i>teach and practice</i>) Revise p. 102 Composition #1 (<i>teach and practice</i>)</p>		<p>Downloadable > All Grades > Writing > Group Project Organizer (<i>practice</i>)</p>
<p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions</p>			
<p>(D) identify and gather relevant information from a variety of sources</p>	<p>Identify p. 88 Comprehension #8 (<i>practice</i>) p. 136 Comprehension #5-6 (<i>teach and practice</i>) Gather p. 122 Composition #1 (<i>teach and practice</i>)</p>		

<p>(E) differentiate between primary and secondary sources</p>	<p><u>Planning Section</u> p. 86 Comprehension #7 (<i>teach and practice</i>) p. 94 Comprehension #7 (<i>teach and practice</i>)</p>		<p>Downloadable > 6th Grade > Sixth Grade: Week 10 > Reading > G6W10MA3_7 (<i>teach and practice</i>)</p>
<p>(F) synthesize information from a variety of sources</p>	<p><u>Planning Section</u> p. 98 Composition #1-2 (<i>teach and practice</i>) p. 130 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)</p>		
<p>(G) differentiate between paraphrasing and plagiarism when using source materials</p>	<p><u>Planning Section</u> p. 127 Composition #1-3 (<i>teach and practice</i>) p. 115 Composition #2 (<i>teach and practice</i>)</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Making References and Creating Bibliographies (<i>teach and Practice</i>)</p>
<p>(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype</p>	<p>Reliability Credibility Bias Faulty reasoning</p>		
<p>(I) display academic citations and use source materials ethically</p>			<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Making References and Creating Bibliographies (<i>teach and Practice</i>)</p>
<p>(i) use an appropriate mode of delivery, whether</p>	<p><u>Delivering Section</u> p. 70 Publishing (<i>Teach</i>)</p>		<p>Downloadable > All Grades > Assessment Checklists Forms &</p>

written, oral, or multimodal, to present results			Analyses > Oral Presentation Rubric (<i>teach</i> and <i>Practice</i>)
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