



Literature

Reading with Purpose
Course 1

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STANDARDS		PAGE REFERENCES
Standard 1: Reading Process		
Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.		
Goal 1.1: Acquire Concepts About Print		
No objectives at this grade level.		
Goal 1.2: Acquire Concepts About Text		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.1.2.1	Apply the structural features of popular media.	Student Edition: R47 <i>Active Reading Model 7 #7</i> <i>Analyzing the Graphic 35, 36, 37</i> <i>Get Ready to Read 285</i> <i>Listening, Speaking, and Viewing 67</i> <i>Practice the Skills 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 34 #1, 58 #1-#2, 61 #1</i> <i>Skills Preview 11, 19, 33, 57</i> <i>Skills Review 17, 25, 39, 63</i>

STANDARDS		PAGE REFERENCES
6.LA.1.2.2	Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text. (725.01.a)	Student Edition: RH9, RH18 <i>Active Reading Model</i> 6 #1 <i>After You Read</i> 74 #4 <i>Genre Focus</i> 5 <i>Practice the Skills</i> 12 #1, 13 #3, 34 #1, 42 #1-#2, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41, 51, 57 <i>Skills Review</i> 17, 39, 47, 55 <i>Write About Your Reading</i> 324
6.LA.1.2.3	Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions. (725.05.c)	Student Edition: RH18 <i>Active Reading Model</i> 6 #1, 7 #7 <i>Analyzing the Graphic</i> 35, 36, 37 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 14 #4, 15 #6, 20 #1, 22 #5, 53 #2, 58 #1-#2, 61 #6 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 19, 51, 57 <i>Skills Review</i> 25, 55, 63, 183
Goal 1.3: Acquire Phonological Awareness Skills		
No objectives at this grade level.		
Goal 1.4: Acquire Decoding Skills Using Word Parts		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.1.4.1	Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. (725.01.a)	Student Edition: RH1-RH2 <i>English Language Coach</i> 166, 178, 496, 508, 522, 554, 784, 804 <i>Practice the Skills</i> 498 #1, 527 #5, 532 #13, 556 #2, 594 #3, 790 #6, 794 #14, 806 #1, 809 #8 <i>Vocabulary Check</i> 507 #14, 515 #17, 803 #18
6.LA.1.4.2	Read abbreviations appropriate to grade level.	Student Edition: 34-37, R41-R42 <i>Talk About Your Reading</i> 38

STANDARDS		PAGE REFERENCES
Goal 1.5: Acquire Decoding Skills Using Syllabication		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.1.5.1	Apply spelling and syllabication rules to aid in decoding and word recognition.	Student Edition: RH1-RH2, R43 <i>English Language Coach</i> 166, 178, 496, 508, 554 #3, 708, 784 <i>Practice the Skills</i> 181 #2, 527 #5, 556 #2, 631 #7, 790 #6, 794 #14, 806 #1, 809 #8 <i>Vocabulary Check</i> 803 #18
Goal 1.6: Acquire Decoding Skills Using Context		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.1.6.1	Use context clues to aid in decoding of new words. (725.05.b)	Student Edition: RH3 <i>English Language Coach</i> 378, 384, 404, 422, 428, 442, 450 <i>Practice the Skills</i> 43 #3, 380 #2, 388 #3, 430 #3, 446 #3, 453 #2, 454 #4 <i>Vocabulary Check</i> 397 #17, 409 #13-#15
Goal 1.7: Acquire Fluency		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.1.7.1	Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869
Goal 1.8: Vocabulary and Concept Development		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.1.8.1	Infer word meaning from knowledge of root words, derived from Greek and Latin.	Student Edition: <i>English Language Coach</i> 708, 820, 830, 842, 858 <i>Practice the Skills</i> 651 #3, 666 #10, 736 #5, 823 #2, 826 #8, 833 #4, 846 #5, 849 #11, 854 #18, 860 #1 <i>Vocabulary Check</i> 657 #16

STANDARDS		PAGE REFERENCES
6.LA.1.8.2	Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (725.05.b)	Student Edition: <i>English Language Coach</i> 32, 40, 50, 378, 384, 404, 422, 428, 442, 450 <i>Practice the Skills</i> 36 #4, 43 #3, 53 #3, 380 #2, 388 #3, 430 #3, 446 #3, 453 #2, 454 #4 <i>Vocabulary Preview</i> 50
6.LA.1.8.3	Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.	Student Edition: RH4-RH5 <i>Academic Vocabulary</i> xxxiii, 48, 126, 260, 282, 298, 402, 520, 544 <i>English Language Coach</i> 1014 <i>Practice the Skills</i> 20 #2, 53 #3, 1017 #3, 1023 #11, 1024 #12 <i>Vocabulary</i> 452, 454 <i>Vocabulary Check</i> 1031 #16
6.LA.1.8.4	Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.	Student Edition: RH3-RH4 <i>English Language Coach</i> 10, 18, 56, 70, 76, 86, 732 <i>Practice the Skills</i> 59 #4, 72 #3, 79 #2, 89 #3, 95 #4-#5, 97 #7, 181 #2, 790 #6 <i>Vocabulary Check</i> 47 #16, 561 #18, 803 #18
<u>Standard 2: Comprehension/Interpretation</u>		
Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.		
Goal 2.1: Acquire Strategies and Skills for Comprehending Text		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.2.1.1	Determine the author's purpose, stated or implied, for writing various texts. (725.05.a)	Student Edition: <i>Active Reading Model</i> 7 #6 <i>Comparing Literature Workshop</i> 84-85 <i>Genre Focus</i> 5 <i>Practice the Skills</i> 72 #2, 80 #3, 88 #1-#2, 90 #4, 93 #1, 94 #2, 96 #6, 97 #8, 513 #6 <i>Skills Preview</i> 71, 77, 509 <i>Skills Review</i> 75, 83, 515 <i>Writing: Compare the Literature</i> 99

STANDARDS		PAGE REFERENCES
6.LA.2.1.2	Apply cause and effect relationships to gain meaning from text.	Student Edition: <i>Active Reading Model</i> 487 #5, 489 #7 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 524 #1, 525 #3, 526 #4, 528 #7, 530 #9-#10, 541 #3, 683 #11, 696 #8, 697 #9, 699 #10 <i>Reading Workshop</i> 520-521 <i>Skills Preview</i> 523, 539 <i>Skills Review</i> 537, 543, 685, 701
6.LA.2.1.3	Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	Student Edition: RH13, RH14 <i>After You Read</i> 24 #5, 62 #4-#5, 136 #4-#6, 182 #5-#6, 234 #9-#10, 864 #6-#8 <i>Practice the Skills</i> 498 #2, 510 #1 <i>Reading Workshop</i> 298-299, 494-495 <i>Skills Preview</i> 497, 509 <i>Skills Review</i> 409, 419, 507, 515, 803, 813
Goal 2.2: Acquire Skills to Comprehend Expository Text		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.2.2.1	Apply knowledge of expository text structure to extend comprehension.	Student Edition: RH16-RH17 <i>Active Reading Model</i> 125 #10, 259 #7 <i>Genre Focus</i> 118, 256 <i>Practice the Skills</i> 169 #3, 172 #6, 181 #3, 322 #2, 323 #3, 559 #6, 589 #1, 590 #2, 591 #3-#4, 593 #1, 594 #2, 595 #5 <i>Reading Across Texts Workshop</i> 586-587 <i>Reading Workshop</i> 318-319, 520-521, 544-545 <i>Skills Preview</i> 167, 179, 555 <i>Skills Review</i> 177, 183, 325, 561 <i>Writing: Reading Across Texts</i> 597
6.LA.2.2.2	Generate how, why, and what-if questions for interpreting expository texts	Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 192 #1, 193 #3, 198 #1, 201 #4, 202 #6, 204 #8, 215 #11, 452 #1, 630 #6 <i>Reading Workshop</i> 188-189 <i>Skills Preview</i> 191, 197 <i>Skills Review</i> 195, 207, 457

STANDARDS		PAGE REFERENCES
6.LA.2.2.3	Identify the facts and details that support the author's argument and summarize the findings.	Student Edition: <i>Active Reading Model</i> 6 #4 <i>Practice the Skills</i> 72 #1, 78 #1, 81 #4-#5, 823 #4, 827 #10-#11, 834 #7 <i>Reading Workshop</i> 68-69, 818-819 <i>Skills Preview</i> 71, 77, 821, 831 <i>Skills Review</i> 75, 83, 267, 829, 839
6.LA.2.2.4	Follow multi-step written directions.	Student Edition: R51 <i>Wrap-Up</i> 100, 101, 236, 237, 356, 357, 468, 469, 598, 599, 758, 759, 910, 911, 1072, 1073
Goal 2.3: Acquire Skills for Comprehending Literary Text		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.2.3.1	Describe different genres of fiction and kinds of poetry, and the major characteristics of each form (725.02.a)	Student Edition: R10-R16 <i>Active Reading Model</i> 375 #3-#4 <i>Genre Focus</i> 374, 484, 618, 776, 930 <i>Get Ready to Read</i> 746-747, 750 <i>Practice the Skills</i> 381 #3, 748 #1-#2, 749 #3-#4, 753 #4-#7, 754 #8, 755 #9 <i>Skills Preview</i> 138, 379, 627 <i>Skills Review</i> 141, 383, 633
6.LA.2.3.2	Distinguish between major characters and minor characters.	Student Edition: <i>Comparing Literature Workshop</i> 208-209 <i>Practice the Skills</i> 124 #9, 221 #1, 572 #3, 992 #7 <i>Skills Preview</i> 987 <i>Writing Workshop</i> 518, 642
6.LA.2.3.3	Analyze the influence of the setting on the problem and resolution of the story. (725.02.d)	Student Edition: <i>Practice the Skills</i> 712 #3, 716 #8, 717 #9, 723 #17, 738 #7, 741 #10 <i>Skills Preview</i> 709, 733 <i>Skills Review</i> 731, 743
6.LA.2.3.4	Analyze the conflict of a plot and explain its resolution. (725.02.d)	Student Edition: <i>Active Reading Model</i> 485 #1, 493 #15 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 528 #6, 532 #12, 533 #14, 534 #15, 541 #2, 550 #8-#9, 551 #12 <i>Skills Preview</i> 523, 539, 547 <i>Skills Review</i> 537, 543, 553

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6.LA.2.3.5	Identify the literary point of view (e.g., first person, third person) in literary text.	Student Edition: <i>Active Reading Model</i> 124 #8 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 124 #8, 150 #1, 152 #3, 153 #5, 161 #2, 386 #1, 415 #6, 430 #1, 824 #5 <i>Skills Preview</i> 149, 385, 411, 429, 821 <i>Skills Review</i> 159, 163, 419, 435
6.LA.2.3.6	Identify themes that appear in different literary works. (725.02.d)	Student Edition: <i>Active Reading Model</i> 623 #8 <i>Genre Focus</i> 618 <i>Practice the Skills</i> 679 #7, 683 #13, 688 #1, 693 #4, 694 #6, 699 #11-#13 <i>Skills Preview</i> 673, 687 <i>Skills Review</i> 685, 701
6.LA.2.3.7	Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension. (725.01.g)	Student Edition: R12, R14 <i>Active Reading Model</i> 375 #2 <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 445 #1, 461 #1, 463 #2 <i>Skills Preview</i> 443 <i>Skills Review</i> 449 <i>Writing: Compare the Literature</i> 467
Standard 3: Writing Process		
Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.		
Goal 3.1: Acquire Prewriting Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.3.1.1	Generate ideas using prewriting strategies. (726.01.a)	Student Edition: R17, R21, R27 <i>Comparing Literature Workshop</i> 84-85 <i>Wrap-Up</i> 100, 101, 236, 357, 598, 599 <i>Write About Your Reading</i> 24, 656, 700 <i>Writing Workshop</i> 26, 27, 142, 278, 398, 516-517, 642, 814

STANDARDS		PAGE REFERENCES
6.LA.3.1.2	Generate a main idea appropriate to the type of writing.	Student Edition: R17, R22 <i>Wrap-Up</i> 357, 598, 911, 1073 <i>Write About Your Reading</i> 24, 74 <i>Writing Workshop</i> 26, 27, 142, 278, 399, 642, 966
6.LA.3.1.3	Select organizational strategies appropriate for writing.	Student Edition: RH19, R17, R22, R27 <i>Wrap-Up</i> 100, 598, 599, 1073 <i>Write About Your Reading</i> 24 <i>Writing Workshop</i> 279, 517-518, 643, 815
6.LA.3.1.4	Apply an appropriate writing format for purpose and audience. (726.01.c)	Student Edition: R17, R25 <i>Wrap-Up</i> 100, 357 <i>Write About Your Reading</i> 24, 158 <i>Writing Workshop</i> 278-279
6.LA.3.1.5	Plan writing to produce a piece of writing within a set time period.	Student Edition: R17, R21, R49-R50, R52
Goal 3.2: Acquire Skills for Writing a Draft		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.3.2.1	Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. (726.01.a)	Student Edition: R17-R18 <i>Wrap-Up</i> 100, 236, 357, 598, 599, 1072, 1073 <i>Write About Your Reading</i> 158 <i>Writing Workshop</i> 26, 142-143, 279, 399, 518, 643, 815, 967
6.LA.3.2.2	Write a draft with a main idea and appropriate details in a logical sequence.	Student Edition: R17 <i>Wrap-Up</i> 357, 598, 599 <i>Writing Workshop</i> 28, 142-143, 279, 517-518, 643, 815, 967
Goal 3.3: Acquire Skills for Revising a Draft		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.3.3.1	Revise draft for meaning, clarity and effective sequencing. (726.02)	Student Edition: R17 <i>Wrap-Up</i> 236, 357, 599 <i>Writing Workshop</i> 64, 184, 280, 314, 562, 702, 866-867, 1032

STANDARDS		PAGE REFERENCES
6.LA.3.3.2	Add details to more effectively accomplish the purpose of writing. (726.02.c)	Student Edition: R17, R27 <i>Writing Workshop</i> 64, 184, 314, 436-437, 562-563, 702, 867, 1032
6.LA.3.3.3	Apply and add transition words to clarify sequence.	Student Edition: <i>Writing Workshop</i> 64, 280, 316, 1032
6.LA.3.3.4	Rearrange words, sentences, and paragraphs to enhance writing style. (726.02.c)	Student Edition: R27 <i>Wrap-Up</i> 357 <i>Writing Workshop</i> 64, 184, 280, 314, 436-437, 702, 867, 1032
6.LA.3.3.5	Apply literary models to refine writing style.	Student Edition: <i>Write About Your Reading</i> 24 <i>Writing Workshop</i> 66, 186, 316, 399, 438, 564-565, 702, 704-705, 868, 1034
6.LA.3.3.6	Apply strategies to guide the revision process.	Student Edition: R18, R27 <i>Writing Workshop</i> 64, 184-185, 314, 436-437, 562, 702, 866-867, 1032
Goal 3.4: Acquire Skills for Editing a Draft		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.3.4.1	Edit the draft using an editing checklist with common editing marks. (726.02)	Student Edition: R18, R19, R27 <i>Wrap-Up</i> 236 <i>Write About Your Reading</i> 1048 <i>Writing Workshop</i> 65, 144, 185, 315, 437, 563, 703, 867, 1033
Goal 3.5: Acquire Skills to Publish Writing		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.3.5.1	Publish writing in an appropriate format for the purpose and audience. (726.03.b; 726.04.c; 726.07.a)	Student Edition: R18, R25, R27 <i>Wrap-Up</i> 100, 101, 236, 598, 599, 759, 1073 <i>Write About Your Reading</i> 1012 <i>Writing Workshop</i> 65, 185, 315, 438, 563, 703, 867, 968

STANDARDS		PAGE REFERENCES
6.LA.3.5.2	Share writing with intended audience. (726.04.c)	Student Edition: R18 <i>Listening, Speaking, and Viewing</i> 439, 565, 705, 1035 <i>Wrap-Up</i> 100, 236, 357, 598, 599, 759, 1072, 1073 <i>Writing Workshop</i> 65, 185, 315, 438, 563, 867, 968, 1033
Standard 4: Writing Applications		
Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students write narratives that contain identifiable plot elements. Students write original creative works.		
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.4.1.1	Write narratives that develop a standard plot line.	Student Edition: R21 <i>Wrap-Up</i> 599, 759, 1073 <i>Write About Your Reading</i> 206, 276, 334 <i>Writing Workshop</i> 142-143, 184-185, 516-518, 562-564, 642-643, 702-704, 814-815, 866-868
6.LA.4.1.2	Write a variety of expressive works that include sensory details and figurative language. (726.02.b; 726.04.c)	Student Edition: R20, R21 <i>Write About Your Reading</i> 140, 162, 334, 382 <i>Writing Workshop</i> 399, 436-438
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.4.2.1	Write technical text that identifies a sequence of activities or processes. (726.07)	Student Edition: R20 <i>Write About Your Reading</i> 54, 62, 324 <i>Write to Learn</i> 57
6.LA.4.2.2	Write a research report with facts, details, and examples from multiple sources. (726.06)	Student Edition: R20, R21-R24 <i>Listening, Speaking, and Viewing</i> 869

STANDARDS		PAGE REFERENCES
Goal 4.3: Acquire Persuasive Writing Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.4.3.1	Write persuasive compositions that state and support a position with emotional appeals. (726.05)	Student Edition: R21 <i>Write About Your Reading</i> 82, 288, 880 <i>Writing Workshop</i> 278-279, 314-315
Goal 4.4: Acquire Skills for Literary Response		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.4.4.1	Write a response that identifies a text to self, text to world, and/or text to text connection. (726.04)	Student Edition: R20 <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 744-745 <i>Write About Your Reading</i> 74, 82, 140, 158, 162, 206, 276, 312, 334, 396, 408, 426 <i>Writing: Compare the Literature</i> 99, 235, 355, 467, 757
6.LA.4.4.2	Write responses to literature that identify the author's purpose. (726.04)	Student Edition: R20 <i>Comparing Literature Workshop</i> 84-85 <i>Practice the Skills</i> 88 #1-#2, 93 #1, 94 #2, 97 #8 <i>Writing: Compare the Literature</i> 99
<u>Standard 5: Writing Components</u>		
Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.		
Goal 5.1: Acquire Handwriting Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.5.1.1	Write fluently and legibly in print or cursive.	Student Edition: R25 <i>Wrap-Up</i> 101 <i>Writing Tip</i> 65, 185, 563 <i>Writing Workshop</i> 65, 185, 563, 703, 867

STANDARDS		PAGE REFERENCES
Goal 5.2: Acquire Spelling Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.5.2.1	Spell correctly Grade 6 high-frequency words and content area words. (726.02.a)	Student Edition: R19, R27, R33-R35 <i>Writing Tip</i> 185 <i>Writing Workshop</i> 65, 185, 315, 437, 563, 703, 867, 1033
6.LA.5.2.2	Spell correctly multisyllabic words that include those with Greek and Latin derivatives.	Student Edition: R19, R43 <i>Writing Tip</i> 185, 315 <i>Writing Workshop</i> 65, 185, 315, 437, 563, 703, 867, 1033
6.LA.5.2.3	Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.	Student Edition: R43-R44 <i>Writing Tip</i> 185, 315
Goal 5.3: Acquire Skills for Sentence Structure		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.5.3.1	Identify complex sentences with subject and verb agreement. (726.02.c)	Student Edition: R29 <i>Grammar Link</i> 645, 669, 701, 829, 857, 865 <i>Writing Workshop</i> 437, 704
6.LA.5.3.2	Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs 	Student Edition: R19, R30, R31 <i>Editing Checklist</i> 1033 <i>Grammar Link</i> 55, 141, 195, 207, 277, 281, 289, 297, 305, 537, 657, 743 <i>Proofreading Checklist</i> 185 <i>Writing Tip</i> 315
Goal 5.4: Acquire Skills for Using Conventions		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.5.4.1	Apply capitalization correctly in writing. (726.02.a)	Student Edition: R32, R36-R37 <i>Editing Checklist</i> 315, 563, 1033 <i>Grammar Link</i> 137, 633, 1049 <i>Proofreading Checklist</i> 185, 867

STANDARDS		PAGE REFERENCES
6.LA.5.4.2	Use quotation marks and commas to punctuate dialogue. (726.02.a)	Student Edition: R31, R32, R39-R40 <i>Editing Checklist</i> 563 <i>Grammar Link</i> 1049, 1055 <i>Write About Your Reading</i> 334 <i>Writing Workshop</i> 563, 703, 704
Standard 6: Communication		
Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.		
Goal 6.1: Acquire Listening Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.6.1.1	Listen in order to summarize information from a variety of sources. (727.01.a)	Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 187, 1035 <i>Wrap-Up</i> 101
6.LA.6.1.2	Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture). (727.01.c)	Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 187, 439
6.LA.6.1.3	Listen to identify the tone, mood, and emotion conveyed in oral communications. (727.02.b)	Student Edition: <i>Listening, Speaking, and Viewing</i> 439 <i>Partner Talk</i> 285
6.LA.6.1.4	Listen to acquire and summarize information from a variety of sources.	Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 187, 1035
Goal 6.2: Acquire Speaking Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.6.2.1	Ask questions to elicit information, including evidence to support a speaker's position.	Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 187, 1035 <i>Wrap-Up</i> 101, 237, 356 <i>Write About Your Reading</i> 46, 864

STANDARDS		PAGE REFERENCES
6.LA.6.2.2	Emphasize important points to assist the listener in following an oral presentation. (727.03.a)	Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 869 <i>Talk About Your Reading</i> 176, 266 <i>Writing Workshop</i> 278-279, 314-315, 966-967, 1032-1034
6.LA.6.2.3	Organize oral presentations to maintain a clear focus.	Student Edition: R48 <i>Listening, Speaking, and Viewing</i> 869 <i>Writing Workshop</i> 278-279, 314-315, 814-815, 866-867, 966-967, 1032-1034
6.LA.6.2.4	Deliver narrative presentations that include sensory details and establish a context, plot, and point of view. (727.02.a)	Student Edition: <i>Listening, Speaking, and Viewing</i> 439, 565, 705 <i>Wrap-Up</i> 599, 1072 <i>Writing Workshop</i> 142-143, 184-185, 438, 516-517, 562-563, 814-815, 866-867
6.LA.6.2.5	Use appropriate verbal and nonverbal techniques to maintain audience interest.	Student Edition: R46 <i>Group Talk</i> 306 <i>Listening, Speaking, and Viewing</i> 317, 439, 565, 705, 869, 1035 <i>Writing Workshop</i> 315, 968
6.LA.6.2.6	Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight. (727.02.a)	Student Edition: <i>Talk About Your Reading</i> 266, 434, 542, 580, 828, 984
Goal 6.3: Acquire Viewing Skills		
Objective(s): By the end of Grade 6, the student will be able to:		
6.LA.6.3.1	View media to analyze as source for information entertainment, and persuasion appropriate to grade level. (729.01.b)	Student Edition: R47 <i>After You Read</i> 16, 24, 38, 46, 54, 62, 288, 304, 456, 506, 632, 864, 1054 <i>Listening, Speaking, and Viewing</i> 67

STANDARDS		PAGE REFERENCES
6.LA.6.3.2	Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	Student Edition: RH18 <i>Active Reading Model</i> 6 #1, 7 #7 <i>Analyzing the Graphic</i> 35, 36, 37 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 14 #4, 15 #6, 20 #1, 22 #5, 53 #2, 58 #1-#2, 61 #6 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 19, 51, 57 <i>Skills Review</i> 25, 55, 63, 183
6.LA.6.3.3	Analyze the role of media in focusing people’s attention on events and in forming their opinions on issues.	Student Edition: R47 <i>After You Read</i> 288, 304, 632, 1054 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 286 #2, 287 #5 <i>Reading Across Texts Workshop</i> 586-587 <i>Writing: Reading Across Texts</i> 597
6.LA.6.3.4	Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	Student Edition: R47 <i>Listening, Speaking, and Viewing</i> 67
6.LA.6.3.5	Use a variety of resources to produce visuals in order to communicate to an audience. (729.04.b)	Student Edition: <i>Wrap-Up</i> 100, 911, 1073 <i>Write About Your Reading</i> 24, 62, 288, 964 <i>Writing Workshop</i> 968, 1032