



Writer's Choice

GRAMMAR and COMPOSITION

Grade 6 © 2009

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 1: Read with understanding and fluency.</p>	
<p>Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	
<p>A. Apply word analysis and vocabulary skills to comprehend selections.</p>	
<p>1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).</p>	<p>Student Edition: 542-543 <i>Wordworks</i> 546 Teacher Wraparound Edition: C 546; MA 542; T 543, 546</p>
<p>1.A.3b Analyze the meaning of words and phrases in their context.</p>	<p>Student Edition: 185 #2, 188, 544-545 Teacher Wraparound Edition: EL 545; MA 544; MIN 188; T 545</p>
<p>B. Apply reading strategies to improve understanding and fluency.</p>	
<p>1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.</p>	<p>Student Edition: 20-22, 636 Teacher Wraparound Edition: ARS 139, 173, 245; MA 82, 172; T 5, 39, 103, 145, 183, 219, 243</p>

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<p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.</p>	<p>Student Edition: 39, 79, 87 #4, 145-146, 191-192, 196, 214 #3, 684, 690</p> <p>Teacher Wraparound Edition: ARS 86; MIN 52; TW 211, 212; Te 154, 192</p>
<p>1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, draw comparisons to other readings).</p>	<p>Student Edition: 14</p> <p>Teacher Wraparound Edition: ARS 29, 32, 33, 83, 86, 135, 137, 174, 175, 212, 243, 245</p>
<p>1.B.3d Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: 14, 573-575</p> <p>Teacher Wraparound Edition: ARS 29, 32, 33, 83, 86, 135, 137, 174, 175, 212, 243, 245</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.3a Use information to form, explain and support questions and predictions.</p>	<p>Student Edition: 7, 34, 41, 87, 105, 140, 147, 178, 185, 198-199, 214, 221, 246, 574, 635, 651, 657</p> <p>Teacher Wraparound Edition: ARS 29, 211, 212; DQ 180; VA 142</p>
<p>1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.</p>	<p>Student Edition: 2, 41, 147, 202-204, 246 <i>Write a Book Report</i> 205</p> <p>Teacher Wraparound Edition: LE 30, 175; TW 244</p>
<p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.</p>	<p>Student Edition: 190-192, 198-200, 635-636, 649-650, 651, 685-686 <i>Writing Across the Curriculum</i> 141, 215 <i>Writing Activities</i> 193, 201</p> <p>Teacher Wraparound Edition: T43, T45; CaC 138, 176; CC 21, 133; T 39, 166, 224, 235; VA 173</p>

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<p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: 34, 203-204, 246, 576-577 <i>Cross-Curricular Activity</i> 113, 189, 197 <i>Exercise 4</i> 578 <i>Journal Writing</i> 203 <i>Summarizing Ideas</i> 189 <i>Write a Book Report</i> 205 Teacher Wraparound Edition: ARS 33, 136, 138, 244; CT 31, 83, 86, 245</p>
<p>1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).</p>	<p>Student Edition: 41, 87, 105, 178, 185, 221 <i>Literature Model</i> 106, 107, 114 <i>Writing Across the Curriculum</i> 141 Teacher Wraparound Edition: CL 184; LE 213; MA 182; T 107, 183, 213; TW 29, 84, 139, 176, 177; VA 84, 173, 174</p>
<p>1.C.3f Interpret tables that display textual information and data in visual formats.</p>	<p>Student Edition: 579</p>
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>	
<p>Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	
<p>2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.</p>	<p>Student Edition: 34, 41, 87, 105, 147, 178, 185, 221 <i>Literature Model</i> 106, 107, 114 Teacher Wraparound Edition: CT 172; LE 213; T 108, 124, 157, 158, 507; TW 138, 176, 177</p>

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<p>2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.</p>	<p>Student Edition: 34, 87, 147, 203, 214, 221, 635-639 <i>Write a Book Report</i> 205</p> <p>Teacher Wraparound Edition: LE 175; T 124; TW 211, 212, 244</p>
<p>2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p>	<p>Student Edition: 105, 108, 110, 140 #3, 144-146, 148-149, 165, 178 #3, 182, 185, 221, 246 #4, 663, 664, 684, 689-690</p> <p><i>Literature Model</i> 51, 126 <i>Student Model</i> 122</p> <p>Teacher Wraparound Edition: LE 177, 213; MIN 22; T 29, 107, 108, 124; TW 84, 138, 176</p>
<p>2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.</p>	<p>Student Edition: 147 #3, 185, 221, 232, 635-639</p> <p><i>Literature Model</i> 227</p> <p>Teacher Wraparound Edition: CC 145; CL 146; DQ 216; T 219, 223; TW 244</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.3a Respond to literary material from personal, creative and critical points of view.</p>	<p>Student Edition: 7, 21-22, 34, 41, 87, 105, 127, 140, 147, 164-166, 178, 185, 202-204, 214, 221, 246</p> <p><i>Writing Activities</i> 23, 159, 205</p>
<p>2.B.3b Compare and contrast common literary themes across various societies and eras.</p>	<p>Student Edition: 246</p> <p>Teacher Wraparound Edition: CC 138, 176, 219, 246; CT 136, 245; TW 244</p>
<p>2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.</p>	<p>Student Edition: 34, 87, 178</p> <p>Teacher Wraparound Edition: ARS 137, 139, 173, 175, 243; CaC 176; CT 31, 33, 83, 135; T 174</p>

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STATE GOAL 3: Write to communicate for a variety of purposes.	
<p>Why This Goal Is Important: The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	
A. Use correct grammar, spelling, punctuation, capitalization and structure.	
<p>3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.</p>	<p>Student Edition: 62-64, 66-68, 114-116, 153, 200, 230-232, 307-308, 314, 316, 317, 433, 437, 517-518, 519-520, 679-680 <i>Look It Over</i> 95 <i>Revising Tip</i> 192 <i>Writing Activities</i> 65, 69</p> <p>Teacher Wraparound Edition: T46; TW 31</p>
B. Compose well-organized and coherent writing for specific purposes and audiences.	
<p>3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p>	<p>Student Edition: 50-52, 118-120, 132, 152-154, 191-192, 195-196, 200, 203-204, 206-209, 232 <i>Describe a Scene</i> 121 <i>Describe a Place</i> 125 <i>Try It Out</i> 95 <i>Use Strong Paragraphs</i> 65 <i>Write a “How to” Explanation</i> 197 <i>Write a Real-life Narrative</i> 155 <i>Writing Activities</i> 53, 189, 193, 201</p> <p>Teacher Wraparound Edition: T 119</p>
<p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.</p>	<p>Student Edition: 26, 44, 58-60, 62-64, 66-68, 80-81, 96-97, 132, 152-154, 170, 208, 232, 240, 678, 683 <i>Revise Your Draft</i> 61 <i>Writing Across the Curriculum</i> 88 <i>Writing Activities</i> 65, 69, 155</p> <p>Teacher Wraparound Edition: A 61, 65, 69; T 26, 63, 67, 68, 154</p>

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C. Communicate ideas in writing to accomplish a variety of purposes.	
<p>3.C.3a Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i>, literature reviews, instructions, news articles, correspondence) for a specified audience.</p>	<p>Student Edition: 24-27, 42-44, 62-64, 78-81, 130-133, 154, 160-162, 168-171, 194-196, 206-209, 679, 680-681 <i>Write About Reading</i> 34, 214 <i>Writing Across the Curriculum</i> 88 <i>Writing Activities</i> 23, 65, 151, 155, 163, 167, 197</p>
<p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Student Edition: 27, 44, 74-76, 81, 99, 133, 171, 209, 241, 683, 687, 690 <i>Writing Across the Curriculum</i> 88 <i>Writing Activities</i> 77, 129, 201, 237 Teacher Wraparound Edition: A 77; T 26, 75, 76, 80</p>
STATE GOAL 4: Listen and speak effectively in a variety of situations.	
<p>Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.</p>	
A. Listen effectively in formal and informal situations.	
<p>4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.</p>	<p>Student Edition: 617, 618, 623 Teacher Wraparound Edition: MIN 627</p>
<p>4.A.3b Compare a speaker’s verbal and nonverbal messages.</p>	<p>Student Edition: 618, 625, 635-636, 637, 638-639 <i>Listening and Speaking</i> 225 Teacher Wraparound Edition: LS 231; MIN 618, 623; T 618</p>
<p>4.A.3c Restate and carry out multistep oral instructions.</p>	<p>Student Edition: 617 <i>Listening and Speaking</i> 197 Teacher Wraparound Edition: MA 621; MIN 623</p>

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<p>4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).</p>	<p>Student Edition: 617, 618</p>
<p>B. Speak effectively using language appropriate to the situation and audience.</p>	
<p>4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.</p>	<p>Student Edition: 290-293, 624-625 <i>Exercise 5</i> 627 <i>Listening and Speaking</i> 201, 205, 233 Teacher Wraparound Edition: A 201, 205, 233, 293; C 627; LS 535; T 293</p>
<p>4.B.3b Design and produce reports and multi-media compositions that represent group projects.</p>	<p>Student Edition: <i>Listening and Speaking</i> 49, 159, 193, 205 <i>Viewing and Representing</i> 77, 237 Teacher Wraparound Edition: MIN 200</p>
<p>4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).</p>	<p>Student Edition: 625, 626-627 <i>Listening and Speaking</i> 155, 201 Teacher Wraparound Edition: MIN 627</p>
<p>4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.</p>	<p>Student Edition: 618, 623, 625, 626-627 <i>Listening and Speaking</i> 201 Teacher Wraparound Edition: PA 623; T 626</p>

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STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
5.A.3a Identify appropriate resources to solve problems or answer questions through research.	Student Edition: 198-199, 291, 528-529, 530-531, 532, 534-535, 569-570, 649-650, 651, 656-657, 685 <i>Using Computers</i> 193, 205 <i>Write a Report</i> 201 Teacher Wraparound Edition: CC 646; IC 632, 649; T 199, 531; TT 533
5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	Student Edition: 290-293 <i>Listening and Speaking</i> 19 <i>Writing Across the Curriculum</i> 247 <i>Writing Activities</i> 229, 233
B. Analyze and evaluate information acquired from various sources.	
5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	Student Edition: 198-200, 290-293, 534-535, 657, 685 <i>Using Computers</i> 193 <i>Write a Report</i> 201 Teacher Wraparound Edition: MIN 529; T 534
5.B.3b Identify, evaluate and cite primary sources.	Student Edition: 651, 685, 686 <i>Using Computers</i> 193 Teacher Wraparound Edition: CL 146; LS 535; T 39

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C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
<p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.</p>	<p>Student Edition: 198-200, 230-232, 290-293, 577-578, 579-582, 625, 685, 687-689 <i>Writing Across the Curriculum</i> 215 <i>Writing Activities</i> 201, 233 Teacher Wraparound Edition: T45; T 204; VR 581</p>
<p>5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.</p>	<p>Student Edition: 81, 290-293, 624-627 <i>Listening and Speaking</i> 201, 205 <i>Viewing and Representing</i> 237 <i>Writing Activities</i> 23</p>
<p>5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.</p>	<p>Student Edition: 199-200, 235, 576-578, 685 <i>Grammar Link</i> 201 <i>Viewing and Representing</i> 53 <i>Write a Report</i> 201 <i>Writing Across the Curriculum</i> 215 Teacher Wraparound Edition: T45; MA 576; T 235, 577; TT 577</p>