



Writer's Choice

GRAMMAR and COMPOSITION

Grade 6 © 2009

STANDARDS	PAGE REFERENCES
<p>READING Word Recognition and Word Study</p>	
<p>Word Recognition</p>	
<p>R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>Student Edition: 185 #2, 188, 544-545 Teacher Wraparound Edition: EL 545; MIN 188</p>
<p>R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.</p>	<p>Student Edition: 185 #2, 188, 542-543, 544-545, 546, 547-550, 551 Teacher Wraparound Edition: T47; EL 91, 545, 559, 563; MIN 188</p>
<p>R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Student Edition: 554, 555-556 Teacher Wraparound Edition: MIN 558</p>
<p>R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: 536-537, 538, 539-540, 544-545, 588-589 Teacher Wraparound Edition: MIN 188; WRW 5</p>

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<p>R.WS.06.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: 185 #2, 544-545, 547-550</p> <p>Teacher Wraparound Edition: T47; EL 91, 545</p>
Fluency	
<p>R.WS.06.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>Student Edition: 14, 28-33, 82-86, 134-139, 172-177, 210-213, 242-245, 573-575, 625-627</p> <p>Teacher Wraparound Edition: ARS 29, 32, 83, 86, 135, 137, 175, 212</p>
Vocabulary	
<p>R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.</p>	<p>Student Edition: 185 #2, 188, 544-545</p> <p>Teacher Wraparound Edition: T47; ARS 83, 86; EL 545; MIN 166, 188; TW 84, 176</p>
Narrative Text	
<p>R.NT.06.01 describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: 34, 178 #2</p> <p>Teacher Wraparound Edition: ARS 137, 139, 175; CT 31, 33, 83, 135</p>
<p>R.NT.06.02 analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.</p>	<p>Student Edition: 110, 140 #3, 178 #3</p> <p><i>Literature Model</i> 126</p> <p>Teacher Wraparound Edition: LE 177; T 29, 107, 108; TW 84, 138, 176</p>
<p>R.NT.06.03 analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.</p>	<p>Student Edition: 156-158</p> <p><i>Listening and Speaking</i> 159</p> <p>Teacher Wraparound Edition: LE 213; T 157, 158; TW 138</p>

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<p>R.NT.06.04 analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.</p>	<p>Student Edition: 39, 87 #4, 147 #3, 178 #3, 185, 191-192, 196, 203, 214 #3, 221, 232, 635-639, 684, 690 <i>Literature Model 227</i> <i>Write a Book Report 205</i></p> <p>Teacher Wraparound Edition: CC 145; CL 146; MIN 52; Te 104, 108, 124, 219; TW 138, 176, 177, 211, 212, 244</p>
Informational Text	
<p>R.IT.06.01 analyze the structure, elements, features, style, and purpose of informational genre, including research reports, “how-to” articles, and essays.</p>	<p>Student Edition: 105, 147 #2, 185, 221, 246 (4), 684, 689-690 <i>Literature Model 51</i> <i>Student Model 122</i></p> <p>Teacher Wraparound Edition: LE 213; T 124</p>
<p>R.IT.06.02 analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.</p>	<p>Student Edition: 38-39, 79, 87 #4, 145-146, 214 #3, 684, 690</p> <p>Teacher Wraparound Edition: MIN 52; T 154, 192; TW 211, 212</p>
<p>R.IT.06.03 explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>Student Edition: 7 #1, 183-184, 534-535, 537, 538, 539-540, 569-570, 574, 579-582 <i>Research Tip 685</i></p> <p>Teacher Wraparound Edition: CL 184; RWC 575; T 90, 145, 183, 507; VR 271; WRW 228</p>
Comprehension	
<p>R.CM.06.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: 20-22, 34 #1, 87 #1, 140 #1, 166, 178 #1, 636</p> <p>Teacher Wraparound Edition: ARS 175; MA 28, 172</p>
<p>R.CM.06.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: 154, 203-204, 576-577 <i>Cross-Curricular Activity 113, 189, 197</i> <i>Exercise 4 578</i> <i>Write a Book Report 205</i></p> <p>Teacher Wraparound Edition: ARS 33, 86, 136, 138, 244; MIN 52; T 51, 90; TW 211</p>

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<p>R.CM.06.03 analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: 140, 246</p> <p>Teacher Wraparound Edition: ARS 137; CC 176; CT 136, 245; TW 244</p>
<p>R.CM.06.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: 199-200, 573-575, 576-577 <i>Cross-Curricular Activity</i> 11, 53, 113, 189 <i>Exercise 4</i> 578 <i>Prewriting Tip</i> 165 <i>Writing Across the Curriculum</i> 215</p> <p>Teacher Wraparound Edition: T34, T45; WRW 5, 220</p>
<p>Metacognition</p>	
<p>R.MT.06.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: 14</p> <p>Teacher Wraparound Edition: ARS 29, 32, 83, 86, 135, 137, 212, 243, 245</p>
<p>R.MT.06.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>Student Edition: 573-575, 576-578</p> <p>Teacher Wraparound Edition: T43, T45; T 227, 232</p>
<p>Critical Standards</p>	
<p>R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>Student Edition: 26, 59, 80, 132, 208, 240, 682-683 <i>Listening and Speaking</i> 61, 163 <i>Revising Tip</i> 153</p> <p>Teacher Wraparound Edition: MIN 60</p>
<p>Reading Attitude</p>	
<p>R.AT.06.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Student Edition: 165-166</p> <p>Teacher Wraparound Edition: B530; CC 133; DQ 142; MA 164; T 445</p>

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WRITING	
Writing Genre	
<p>W.GN.06.01 write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.</p>	<p>Student Edition: 148-150, 152-154, 156-158, 160-162, 168-171 <i>Write About Reading</i> 34 <i>Writing Activities</i> 151, 155, 159, 163</p>
<p>W.GN.06.02 write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.</p>	<p>Student Edition: 24-27, 78-81, 130-133, 168-171, 206-209, 238-241 <i>Describe a Place</i> 125 <i>Describe a Scene</i> 121 <i>Write a Comparison-Contrast Piece</i> 193 <i>Write a Report</i> 201</p>
<p>W.GN.06.03 formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.</p>	<p>Student Edition: 198-200, 293, 534-535, 574 <i>Using Computers</i> 167 <i>Write a Report</i> 201 Teacher Wraparound Edition: LS 535</p>
Writing Process	
<p>W.PR.06.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Edition: 59, 97, 131, 228, 239 <i>Try It Out</i> 92, 97 <i>Writing Application</i> 393, 413 Teacher Wraparound Edition: T 293; TW 85</p>
<p>W.PR.06.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).</p>	<p>Student Edition: 25, 43, 46-48, 50-52, 92-93, 131, 169, 191 <i>Writing Across the Curriculum</i> 215 <i>Writing Activities</i> 49 Teacher Wraparound Edition: JWT 227</p>
<p>W.PR.06.03 revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.</p>	<p>Student Edition: 26, 44, 58-60, 62-64, 132, 170, 208, 240 <i>Revise Your Draft</i> 61 <i>Use Strong Paragraphs</i> 65 <i>Viewing and Representing</i> 69</p>

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<p>W.PR.06.04 draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.</p>	<p>Student Edition: 54-56, 62-64, 66-68, 114-116, 153, 200, 230-232 <i>Writing Activities</i> 57, 65, 69</p>
<p>W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Edition: 27, 44, 70-72, 81, 98, 133, 171, 209, 241 <i>Writing Activities</i> 73</p>
Personal Style	
<p>W.PS.06.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>Student Edition: 124, 222-224 <i>Write About Reading</i> 140, 178, 214, 246 <i>Writing Application</i> 393, 413 Teacher Wraparound Edition: TW 139, 177</p>
Grammar and Usage	
<p>W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.</p>	<p>Student Edition: 66-68, 254-257, 438-452, 517-523, 677-678 <i>Grammar Link</i> 15, 53, 65, 105, 193 <i>Writing Activities</i> 69 <i>Writing Application</i> 317, 453</p>
Spelling	
<p>W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.</p>	<p>Student Edition: 539, 555-556, 557-560, 561-563, 565-567 <i>Spelling Hints</i> 19 <i>Viewing and Representing</i> 57 Teacher Wraparound Edition: T 558, 562, 566</p>

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Handwriting	
W.HW.06.01 write neat and legible compositions.	Student Edition: 81, 241, 271-277, 281, 683, 687 <i>Adding to Your Portfolio</i> 88 <i>Listening and Speaking</i> 61 <i>Using Computers</i> 129, 163, 201
Writing Attitude	
W.AT.06.01 be enthusiastic about writing and learning to write.	Student Edition: 9, 10, 17, 24-27, 78-81, 130-133, 168-171, 206-209, 238-241 Teacher Wraparound Edition: C 171
SPEAKING	
Conventions	
S.CN.06.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.	Student Edition: 293, 625 <i>Listening and Speaking</i> 167
S.CN.06.02 speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.	Student Edition: 290-293, 624-627 <i>Listening and Speaking</i> 155, 201 Teacher Wraparound Edition: T 626
S.CN.06.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	Student Edition: 621, 622-623, 624-625 <i>Listening and Speaking</i> 155 Teacher Wraparound Edition: A 98; EE 87
Discourse	
S.DS.06.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	Student Edition: 621-623 <i>Cross-Curricular Activity</i> 155 <i>Listening and Speaking</i> 45, 49, 233 <i>Viewing and Representing</i> 117 Teacher Wraparound Edition: C 246; CL 6; DQ 142; T 40

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<p>S.DS.06.02 respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.</p>	<p>Student Edition: 166 <i>Listening and Speaking</i> 205 <i>Talk About Reading</i> 34, 87, 140, 178, 214, 246</p> <p>Teacher Wraparound Edition: CC 176; T 166, 224, 351</p>
<p>S.DS.06.03 discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).</p>	<p>Student Edition: 26, 59, 80, 132, 208, 240, 682-683 <i>Listening and Speaking</i> 61, 163</p> <p>Teacher Wraparound Edition: MIN 60</p>
<p>S.DS.06.04 plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.</p>	<p>Student Edition: 290-293, 624-625 <i>Exercise 5</i> 627 <i>Listening and Speaking</i> 201, 205, 233</p> <p>Teacher Wraparound Edition: C 627; LS 535</p>
LISTENING & VIEWING	
Conventions	
<p>L.CN.06.01 respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.</p>	<p>Student Edition: <i>Listening and Speaking</i> 225 <i>Viewing and Representing</i> 237</p> <p>Teacher Wraparound Edition: EE 625; LS 231; MIN 627</p>
<p>L.CN.06.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>Student Edition: 617-618, 623</p> <p>Teacher Wraparound Edition: C 620; T 622</p>
Response	
<p>L.RP.06.01 listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.</p>	<p>Student Edition: 617-618 <i>Listening and Speaking</i> 45, 109, 129</p> <p>Teacher Wraparound Edition: C 620; MIN 623; T 574</p>
<p>L.RP.06.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Student Edition: 166 <i>Talk About Reading</i> 34, 87, 140, 178, 214, 246</p>

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<p>L.RP.06.03 identify a speaker’s affective communication expressed through tone, mood, and emotional cues.</p>	<p>Student Edition: 618-620</p> <p>Teacher Wraparound Edition: LS 231; MIN 618; T 618, 619</p>
<p>L.RP.06.04 relate a speaker’s verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).</p>	<p>Teacher Wraparound Edition: LS 231; MIN 618; T 618, 619</p>
<p>L.RP.06.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.</p>	<p>Student Edition: 34, 87, 140, 178, 214, 246</p> <p>Teacher Wraparound Edition: CC 138, 176; CT 136; T 166, 204</p>
<p>L.RP.06.06 respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.</p>	<p>Student Edition: 618</p> <p><i>Listening and Speaking</i> 225</p> <p>Teacher Wraparound Edition: T48; CT 272; LS 231; T 618</p>
<p>L.RP.06.07 identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>	<p>Student Edition: 234-236, 619-620, 635-637, 638-639</p> <p>Teacher Wraparound Edition: CT 272; EE 290; EL 291; T 618</p>