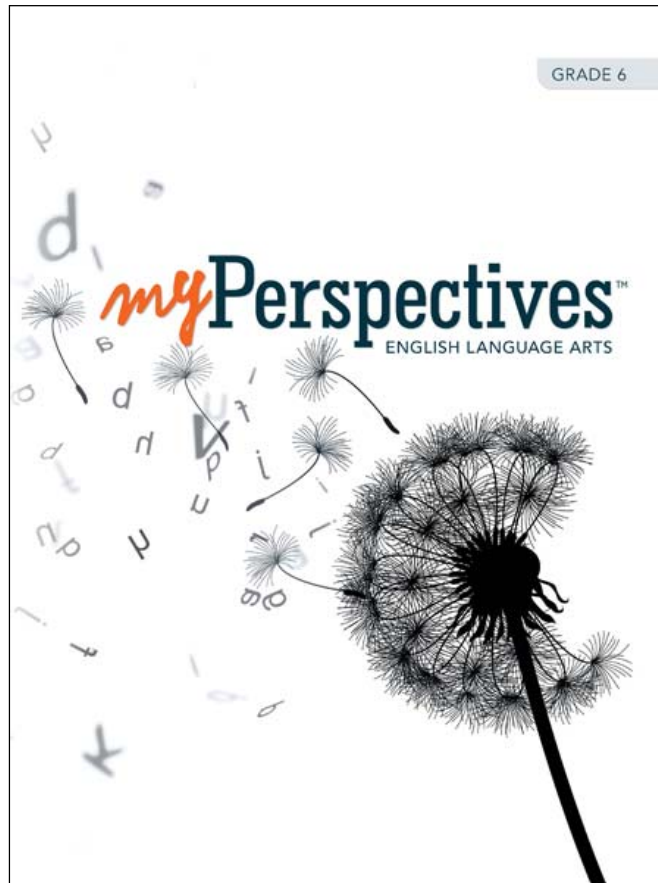


## A Correlation of



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To the

# California English Language Development Standards Grade 6



Correlation to the California English Language Development Standards, Grade 6

Part I. Interacting in Meaningful Ways		
STANDARD CODE	Grade 6 ELD STANDARDS	
Part I. A. Collaborative		
1. Exchanging information/ ideas		
PI.6.1.EM	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	<p><b>Personalize for Learning:</b> <i>Brown Girl Dreaming:</i> 21; <i>Whole-Class Performance Task:</i> 35, 37, 129, 233, 353, 357, 439; <i>My Life With the Chimpanzees:</i> 117; <i>A Blessing:</i> 143; <i>Predators:</i> 149; <i>Monkey Master:</i> 161; <i>The Fun They Had:</i> 247; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>Small-Group Performance Task:</i> 261, 389; <i>The Phantom Tollbooth, Act II:</i> 340, 343, 345; <i>Jabberwocky:</i> 378, 379; <i>The Importance of Imagination:</i> 385, 387; <i>A Long Way Home:</i> 427; <i>Mission Twinpossible:</i> 450; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 456; <i>Should Polar Tourism Be Allowed?:</i> 465</p> <p><b>English Language Support Lesson:</b> <i>Brown Girl Dreaming:</i> 12C; <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 50C; <i>A Blessing:</i> 138C; <i>Is Our Gain Also Our Loss?:</i> 248C; <i>The Phantom Tollbooth, Act II:</i> 312C; <i>Jabberwocky:</i> 372C; <i>The Importance of Imagination:</i> 380C; <i>A Long Way Home:</i> 410C; <i>Mission Twinpossible:</i> 444C; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 452C; <i>Should Polar Tourism Be Allowed?:</i> 458C</p>
PI.6.1.EX	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	<p><b>Personalize for Learning:</b> <i>Brown Girl Dreaming:</i> 21; <i>Whole-Class Performance Task:</i> 35, 37, 129, 233, 353, 357, 439; <i>My Life With the Chimpanzees:</i> 117; <i>A Blessing:</i> 143; <i>Predators:</i> 149; <i>Monkey Master:</i> 161; <i>The Fun They Had:</i> 247; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>Small-Group Performance Task:</i> 261, 389; <i>The Phantom Tollbooth, Act II:</i> 340, 343, 345; <i>Jabberwocky:</i> 378, 379; <i>The Importance of Imagination:</i> 385, 387; <i>A Long Way Home:</i> 427; <i>Mission Twinpossible:</i> 450; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 456; <i>Should Polar Tourism Be Allowed?:</i> 465</p> <p><b>English Language Support Lesson:</b> <i>Brown Girl Dreaming:</i> 12C; <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 50C; <i>A Blessing:</i> 138C; <i>Is Our Gain Also Our Loss?:</i> 248C; <i>The Phantom Tollbooth, Act II:</i> 312C; <i>Jabberwocky:</i> 372C; <i>The Importance of Imagination:</i> 380C; <i>A Long Way Home:</i> 410C; <i>Mission Twinpossible:</i> 444C; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 452C; <i>Should Polar Tourism Be Allowed?:</i> 458C</p>
PI.6.1.BR	Contribute to class, group, and partner discussions by following	<p><b>Personalize for Learning:</b> <i>Brown Girl Dreaming:</i> 21; <i>Whole-Class Performance Task:</i> 35, 37, 129, 233, 353,</p>

	turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	357, 439; <i>My Life With the Chimpanzees</i> : 117; <i>A Blessing</i> : 143; <i>Predators</i> : 149; <i>Monkey Master</i> : 161; <i>The Fun They Had</i> : 247; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone</i> : 259; <i>Small-Group Performance Task</i> : 261, 389; <i>The Phantom Tollbooth, Act II</i> : 340, 343, 345; <i>Jabberwocky</i> : 378, 379; <i>The Importance of Imagination</i> : 385, 387; <i>A Long Way Home</i> : 427; <i>Mission Twinpossible</i> : 450; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 456; <i>Should Polar Tourism Be Allowed?</i> : 465  <b>English Language Support Lesson:</b> <i>Brown Girl Dreaming</i> : 12C; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 50C; <i>A Blessing</i> : 138C; <i>Is Our Gain Also Our Loss?</i> : 248C; <i>The Phantom Tollbooth, Act II</i> : 312C; <i>Jabberwocky</i> : 372C; <i>The Importance of Imagination</i> : 380C; <i>A Long Way Home</i> : 410C; <i>Mission Twinpossible</i> : 444C; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 452C; <i>Should Polar Tourism Be Allowed?</i> : 458C
<b>2. Interacting via written English</b>		
PI.6.2.EM	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>Brown Girl Dreaming</i> : 24; <i>Whole-Class Performance Task</i> : 37, 129, 357, 439; <i>Bad Boy</i> : 67; <i>My Life With the Chimpanzees</i> : 115; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 59; <i>I Was a Skinny Tomboy Kid</i> : 74; <i>A Blessing</i> : 142; <i>Predators</i> : 149; <i>Is Our Gain Also Our Loss?</i> : 254; <i>The Phantom Tollbooth, Act II</i> : 344; <i>Jabberwocky</i> : 378; <i>Small-Group Performance Task</i> : 389; <i>A Long Way Home</i> : 427, 429
PI.6.2.EX	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>Brown Girl Dreaming</i> : 24; <i>Whole-Class Performance Task</i> : 37, 129, 357, 439; <i>Bad Boy</i> : 67; <i>My Life With the Chimpanzees</i> : 115; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 59; <i>I Was a Skinny Tomboy Kid</i> : 74; <i>A Blessing</i> : 142; <i>Predators</i> : 149; <i>Is Our Gain Also Our Loss?</i> : 254; <i>The Phantom Tollbooth, Act II</i> : 344; <i>Jabberwocky</i> : 378; <i>Small-Group Performance Task</i> : 389; <i>A Long Way Home</i> : 427, 429
PI.6.2.BR	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>Brown Girl Dreaming</i> : 24; <i>Whole-Class Performance Task</i> : 37, 129, 357, 439; <i>Bad Boy</i> : 67; <i>My Life With the Chimpanzees</i> : 115; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 59; <i>I Was a Skinny Tomboy Kid</i> : 74; <i>A Blessing</i> : 142; <i>Predators</i> : 149; <i>Is Our Gain Also Our Loss?</i> : 254; <i>The Phantom Tollbooth, Act II</i> : 344; <i>Jabberwocky</i> : 378; <i>Small-Group Performance Task</i> : 389; <i>A Long Way Home</i> : 427, 429
<b>3. Supporting opinions and persuading others</b>		
PI.6.3.EM	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i> ) and open responses.	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 255; <i>Small-Group Performance Task</i> : 261; <i>Jabberwocky</i> : 379; <i>Whole-Class Performance Task</i> : 439; <i>Should Polar Tourism Be Allowed?</i> : 465
PI.6.3.EX	Negotiate with or persuade others in conversations (e.g., to reflect on multiple perspectives) using an expanded set of learned phrases ( <i>I agree with X, but . . .</i> ) and open responses.	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 255; <i>Small-Group Performance Task</i> : 261; <i>Jabberwocky</i> : 379; <i>Whole-Class Performance Task</i> : 435; <i>Should Polar Tourism Be Allowed?</i> : 465

PI.6.3.BR	Negotiate with or persuade others in conversations using an appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and Gabriel just pointed out Y</i> ), and open responses.	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 255; <i>Small-Group Performance Task</i> : 261; <i>Jabberwocky</i> : 379; <i>Whole-Class Performance Task</i> : 435; <i>Should Polar Tourism Be Allowed?</i> : 465
<b>4. Adapting language choices</b>		
PI.6.4.EM	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	<b>Personalize for Learning:</b> <i>Small-Group Performance Task</i> : 79, 389; <i>Feathered Friend</i> : 200; <i>The Phantom Tollbooth, Act II</i> : 340, 345  <b>English Language Support Lesson:</b> <i>Jabberwocky</i> : 372C
PI.6.4.EX	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	<b>Personalize for Learning:</b> <i>Small-Group Performance Task</i> : 79, 389; <i>Feathered Friend</i> : 200; <i>The Phantom Tollbooth, Act II</i> : 340, 345  <b>English Language Support Lesson:</b> <i>Jabberwocky</i> : 372C
PI.6.4.BR	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	<b>Personalize for Learning:</b> <i>Small-Group Performance Task</i> : 79, 389; <i>Feathered Friend</i> : 200; <i>The Phantom Tollbooth, Act II</i> : 340, 345  <b>English Language Support Lesson:</b> <i>Jabberwocky</i> : 372C
<b>Part I. B. Interpretive</b>		
<b>5. Listening Actively</b>		
PI.6.5.EM	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	<b>Personalize for Learning:</b> <i>Bad Boy</i> : 67; <i>Whole-Class Performance Task</i> : 133; <i>Predators</i> : 148; <i>Small-Group Performance Task</i> : 261; <i>The Phantom Tollbooth, Act II</i> : 345; <i>The Importance of Imagination</i> : 385
PI.6.5.EX	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	<b>Personalize for Learning:</b> <i>Bad Boy</i> : 67; <i>Whole-Class Performance Task</i> : 133; <i>Predators</i> : 148; <i>Small-Group Performance Task</i> : 261; <i>The Phantom Tollbooth, Act II</i> : 345; <i>The Importance of Imagination</i> : 385
PI.6.5.BR	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	<b>Personalize for Learning:</b> <i>Bad Boy</i> : 67; <i>Whole-Class Performance Task</i> : 133; <i>Predators</i> : 148; <i>Small-Group Performance Task</i> : 261; <i>The Phantom Tollbooth, Act II</i> : 345; <i>The Importance of Imagination</i> : 385
<b>6. Reading/viewing closely</b>		
PI.6.6.EM	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	<b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid</i> : 77; <i>Hachiko, Japan's Most Famous Dog</i> : 123, 127; <i>Predators</i> : 151; <i>Feathered Friend</i> : 201; <i>Teens and Technology Share a Future</i> : 210; <i>The Internet of Things</i> : 227, 229; <i>The Fun They Had</i> : 247; <i>The Phantom Tollbooth, Act I</i> : 308; <i>The Phantom Tollbooth, Act II</i> : 340; <i>The Phantom Tollbooth (video)</i> : 350, 351; <i>Jabberwocky</i> : 378; <i>The Importance of Imagination</i> : 385, 387; <i>A Long Way Home</i> : 427, 429; <i>Animation All About Exploration</i> : 432; <i>Whole-Class Performance Task</i> : 435, 439; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 456; <i>Should Polar Tourism Be Allowed?</i> : 462, 464, 465

		<p><b>English Language Support Lesson:</b> <i>Declaration of the Rights of the Child:</i> 42C; <i>Bad Boy:</i> 60C; <i>I Was a Skinny Tomboy Kid:</i> 68C; <i>Predators:</i> 144C; <i>Feathered Friend:</i> 194C; <i>The Fun They Had:</i> 238C; <i>Should Polar Tourism Be Allowed?:</i> 458C</p>
	<p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</p>	<p><b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid:</i> 77; <i>Hachiko, Japan’s Most Famous Dog:</i> 123, 127; <i>Predators:</i> 151; <i>Feathered Friend:</i> 201; <i>Teens and Technology Share a Future:</i> 210; <i>The Internet of Things:</i> 227, 229; <i>The Fun They Had:</i> 247; <i>The Phantom Tollbooth, Act I:</i> 308; <i>The Phantom Tollbooth, Act II:</i> 340; <i>The Phantom Tollbooth (video):</i> 350, 351; <i>Jabberwocky:</i> 378; <i>The Importance of Imagination:</i> 385, 387; <i>A Long Way Home:</i> 427, 429; <i>Animation All About Exploration:</i> 432; <i>Whole-Class Performance Task:</i> 435, 439; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 456; <i>Should Polar Tourism Be Allowed?:</i> 462, 464, 465</p> <p><b>English Language Support Lesson:</b> <i>Bad Boy:</i> 60C; <i>Should Polar Tourism Be Allowed?:</i> 458C</p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Personalize for Learning:</b> <i>The Black Hole of Technology:</i> 219; <i>The Fun They Had:</i> 246; <i>The Phantom Tollbooth, Act I:</i> 311; <i>Jabberwocky:</i> 378</p> <p><b>English Language Support Lesson:</b> <i>Brown Girl Dreaming:</i> 12C; <i>Declaration of the Rights of the Child:</i> 42C; <i>A Blessing:</i> 138C; <i>The Phantom Tollbooth, Act I:</i> 282C; <i>The Phantom Tollbooth, Act II:</i> 312C</p>
PI.6.6.EX	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<p><b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid:</i> 77; <i>Hachiko, Japan’s Most Famous Dog:</i> 123, 127; <i>Predators:</i> 151; <i>Feathered Friend:</i> 201; <i>Teens and Technology Share a Future:</i> 210; <i>The Internet of Things:</i> 227, 229; <i>The Fun They Had:</i> 247; <i>The Phantom Tollbooth, Act I:</i> 308; <i>The Phantom Tollbooth, Act II:</i> 340; <i>The Phantom Tollbooth (video):</i> 350, 351; <i>Jabberwocky:</i> 378; <i>The Importance of Imagination:</i> 385, 387; <i>A Long Way Home:</i> 427, 429; <i>Animation All About Exploration:</i> 432; <i>Whole-Class Performance Task:</i> 435, 439; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 456; <i>Should Polar Tourism Be Allowed?:</i> 462, 464, 465</p> <p><b>English Language Support Lesson:</b> <i>Declaration of the Rights of the Child:</i> 42C; <i>Bad Boy:</i> 60C; <i>I Was a Skinny Tomboy Kid:</i> 68C; <i>Predators:</i> 144C; <i>Feathered Friend:</i> 194C; <i>The Fun They Had:</i> 238C; <i>Should Polar Tourism Be Allowed?:</i> 458C</p>
	<p>b. Express inferences and conclusions drawn based on close reading grade-level texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).</p>	<p><b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid:</i> 77; <i>Hachiko, Japan’s Most Famous Dog:</i> 123, 127; <i>Predators:</i> 151; <i>Feathered Friend:</i> 201; <i>Teens and Technology Share a Future:</i> 210; <i>The Internet of Things:</i> 227, 229; <i>The Fun They Had:</i> 247; <i>The Phantom Tollbooth, Act I:</i> 308; <i>The Phantom Tollbooth, Act II:</i> 340; <i>The Phantom Tollbooth (video):</i> 350, 351; <i>Jabberwocky:</i> 378; <i>The Importance of Imagination:</i> 385, 387; <i>A Long Way Home:</i> 427, 429; <i>Animation All About Exploration:</i> 432; <i>Whole-Class Performance Task:</i> 435, 439; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 456; <i>Should Polar Tourism Be Allowed?:</i> 462, 465</p>

		<p><b>English Language Support Lesson:</b> <i>Bad Boy</i>: 60C; <i>Should Polar Tourism Be Allowed?</i>: 458C</p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Personalize for Learning:</b> <i>The Black Hole of Technology</i>: 219; <i>The Fun They Had</i>: 246; <i>The Phantom Tollbooth</i>, Act I: 311; <i>Jabberwocky</i>: 378</p> <p><b>English Language Support Lesson:</b> <i>Brown Girl Dreaming</i>: 12C; <i>Declaration of the Rights of the Child</i>: 42C; <i>A Blessing</i>: 138C; <i>The Phantom Tollbooth</i>, Act I: 282C; <i>The Phantom Tollbooth</i>, Act II: 312C</p>
PI.6.6.BR	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p>	<p><b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid</i>: 77; <i>Hachiko, Japan’s Most Famous Dog</i>: 123, 127; <i>Predators</i>: 151; <i>Feathered Friend</i>: 201; <i>Teens and Technology Share a Future</i>: 210; <i>The Internet of Things</i>: 227, 229; <i>The Fun They Had</i>: 247; <i>The Phantom Tollbooth</i>, Act I: 308; <i>The Phantom Tollbooth</i>, Act II: 340; <i>The Phantom Tollbooth</i> (video): 350, 351; <i>Jabberwocky</i>: 378; <i>The Importance of Imagination</i>: 385, 387; <i>A Long Way Home</i>: 427, 429; <i>Animation All About Exploration</i>: 432; <i>Whole-Class Performance Task</i>: 435, 439; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i>: 456; <i>Should Polar Tourism Be Allowed?</i>: 462, 464, 465</p> <p><b>English Language Support Lesson:</b> <i>Declaration of the Rights of the Child</i>: 42C; <i>Bad Boy</i>: 60C; <i>I Was a Skinny Tomboy Kid</i>: 68C; <i>Predators</i>: 144C; <i>Feathered Friend</i>: 194C; <i>The Fun They Had</i>: 238C; <i>Should Polar Tourism Be Allowed?</i>: 458C</p>
	<p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that</i>, <i>influences</i>).</p>	<p><b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid</i>: 77; <i>Hachiko, Japan’s Most Famous Dog</i>: 123, 127; <i>Predators</i>: 151; <i>Feathered Friend</i>: 201; <i>Teens and Technology Share a Future</i>: 210; <i>The Internet of Things</i>: 227, 229; <i>The Fun They Had</i>: 247; <i>The Phantom Tollbooth</i>, Act I: 308; <i>The Phantom Tollbooth</i>, Act II: 340; <i>The Phantom Tollbooth</i> (video): 350, 351; <i>Jabberwocky</i>: 378; <i>The Importance of Imagination</i>: 385, 387; <i>A Long Way Home</i>: 427, 429; <i>Animation All About Exploration</i>: 432; <i>Whole-Class Performance Task</i>: 435, 439; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i>: 456; <i>Should Polar Tourism Be Allowed?</i>: 462, 464, 465</p> <p><b>English Language Support Lesson:</b> <i>Bad Boy</i>: 60C; <i>Should Polar Tourism Be Allowed?</i>: 458C</p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p><b>Personalize for Learning:</b> <i>The Black Hole of Technology</i>: 219; <i>The Fun They Had</i>: 246; <i>The Phantom Tollbooth</i>, Act I: 311; <i>Jabberwocky</i>: 378</p> <p><b>English Language Support Lesson:</b> <i>Brown Girl Dreaming</i>: 12C; <i>Declaration of the Rights of the Child</i>: 42C; <i>A Blessing</i>: 138C; <i>The Phantom Tollbooth</i>, Act I: 282C; <i>The Phantom Tollbooth</i>, Act II: 312C</p>
<p><b>7. Evaluating Language Choices</b></p>		
PI.6.7.EM	<p>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present</p>	<p><b>Personalize for Learning:</b> <i>Is Our Gain Also Our Loss?</i>: 255; <i>Whole-Class Performance Task</i>: 353; <i>Animation All About Exploration</i>: 432</p>

	evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	<b>English Language Support Lesson:</b> <i>Declaration of the Rights of the Child</i> : 42C; <i>Teens and Technology Share a Future</i> : 206C
PI.6.7.EX	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	<b>Personalize for Learning:</b> <i>Is Our Gain Also Our Loss?</i> : 255; <i>Whole-Class Performance Task</i> : 353; <i>Animation All About Exploration</i> : 432  <b>English Language Support Lesson:</b> <i>Declaration of the Rights of the Child</i> : 42C; <i>Teens and Technology Share a Future</i> : 206C
PI.6.7.BR	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	<b>Personalize for Learning:</b> <i>Is Our Gain Also Our Loss?</i> : 255; <i>Whole-Class Performance Task</i> : 353; <i>Animation All About Exploration</i> : 432  <b>English Language Support Lesson:</b> <i>Declaration of the Rights of the Child</i> : 42C; <i>Teens and Technology Share a Future</i> : 206C
<b>8. Analyzing language choices</b>		
PI.6.8.EM	Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>cheap</i> versus the term <i>good saver</i> ) produce different effects on the audience.	<b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid</i> : 74; <i>A Blessing</i> : 142; <i>A Long Way Home</i> : 427  <b>English Language Support Lesson:</b> <i>Hachiko, Japan's Most Famous Dog</i> : 118C; <i>Predators</i> : 144C; <i>Black Cowboy, Wild Horses</i> : 162C; <i>Jabberwocky</i> : 372C
PI.6.8.EX	Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stingy</i> versus <i>economical</i> ) or figurative language (e.g. <i>The room was depressed and gloomy.</i> ) produce shades of meaning and different effects on the audience.	<b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid</i> : 74; <i>A Blessing</i> : 142; <i>A Long Way Home</i> : 427  <b>English Language Support Lesson:</b> <i>Hachiko, Japan's Most Famous Dog</i> : 118C; <i>Predators</i> : 144C; <i>Black Cowboy, Wild Horses</i> : 162C; <i>Jabberwocky</i> : 372C
PI.6.8.BR	Explain how phrasing or different words with similar meanings (e.g., <i>stingy-economical-unwasteful-thrifty</i> ) or figurative language (e.g., <i>The room was depressed and gloomy.</i> ) produce shades of meaning, nuances, and different effects on the audience.	<b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid</i> : 74; <i>A Blessing</i> : 142; <i>A Long Way Home</i> : 427  <b>English Language Support Lesson:</b> <i>Hachiko, Japan's Most Famous Dog</i> : 118C; <i>Predators</i> : 144C; <i>Black Cowboy, Wild Horses</i> : 162C; <i>Jabberwocky</i> : 372C
<b>Part I. C. Productive</b>		
<b>9. Presenting</b>		
PI.6.9.EM	Plan and deliver brief oral presentations on a variety of topics and content areas.	<b>Personalize for Learning:</b> <i>The Internet of Things</i> : 226; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone</i> : 259; <i>Whole-Class Performance Task</i> : 439; <i>Small-Group Performance Task</i> : 173, 261, 389
PI.6.9.EX	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	<b>Personalize for Learning:</b> <i>The Internet of Things</i> : 226; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone</i> : 259; <i>Whole-Class Performance Task</i> : 439; <i>Small-Group Performance Task</i> : 173, 261, 389
PI.6.9.BR	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as a growing understanding of register.	<b>Personalize for Learning:</b> <i>The Internet of Things</i> : 226; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone</i> : 259; <i>Whole-Class Performance Task</i> : 439; <i>Small-Group Performance Task</i> : 173, 261, 389
<b>10. Writing</b>		

PI.6.10.EM	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.	<b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid:</i> 74; <i>Hachiko, Japan’s Most Famous Dog:</i> 123; <i>Feathered Friend:</i> 201; <i>The Black Hole of Technology:</i> 221; <i>Is Our Gain Also Our Loss?:</i> 253; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>The Importance of Imagination:</i> 386; <i>Small-Group Performance Task:</i> 389; <i>Should Polar Tourism Be Allowed?:</i> 462
	b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Hachiko, Japan’s Most Famous Dog:</i> 127; <i>The Black Hole of Technology:</i> 222; <i>Whole-Class Performance Task:</i> 233, 435; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>Alice’s Adventures in Wonderland:</i> 371; <i>Jabberwocky:</i> 379; <i>The Importance of Imagination:</i> 387; <i>Animation All About Exploration:</i> 433; <i>Small-Group Performance Task:</i> 475  <b>English Language Support Lesson:</b> <i>My Life With the Chimpanzees:</i> 100C; <i>Hachiko, Japan’s Most Famous Dog:</i> 118C; <i>Black Cowboy, Wild Horses:</i> 162C; <i>Should Polar Tourism Be Allowed?:</i> 458C
PI.6.10.EX	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization.	<b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid:</i> 74; <i>Hachiko, Japan’s Most Famous Dog:</i> 123; <i>Feathered Friend:</i> 201; <i>The Black Hole of Technology:</i> 221; <i>Is Our Gain Also Our Loss?:</i> 253; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>The Importance of Imagination:</i> 386; <i>Small-Group Performance Task:</i> 389; <i>Should Polar Tourism Be Allowed?:</i> 462
	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Hachiko, Japan’s Most Famous Dog:</i> 127; <i>The Black Hole of Technology:</i> 222; <i>Whole-Class Performance Task:</i> 233, 435; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>Alice’s Adventures in Wonderland:</i> 371; <i>Jabberwocky:</i> 379; <i>The Importance of Imagination:</i> 387; <i>Animation All About Exploration:</i> 433; <i>Small-Group Performance Task:</i> 475  <b>English Language Support Lesson:</b> <i>My Life With the Chimpanzees:</i> 100C; <i>Hachiko, Japan’s Most Famous Dog:</i> 118C; <i>Black Cowboy, Wild Horses:</i> 162C; <i>Should Polar Tourism Be Allowed?:</i> 458C
PI.6.10.BR	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	<b>Personalize for Learning:</b> <i>I Was a Skinny Tomboy Kid:</i> 74; <i>Hachiko, Japan’s Most Famous Dog:</i> 123; <i>Feathered Friend:</i> 201; <i>The Black Hole of Technology:</i> 221; <i>Is Our Gain Also Our Loss?:</i> 253; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>The Importance of Imagination:</i> 386; <i>Small-Group Performance Task:</i> 389; <i>Should Polar Tourism Be Allowed?:</i> 462
	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Hachiko, Japan’s Most Famous Dog:</i> 127; <i>The Black Hole of Technology:</i> 222; <i>Whole-Class Performance Task:</i> 233, 435; <i>Bored . . . And Brilliant? A Challenge to Disconnect From Your Phone:</i> 259; <i>Alice’s Adventures in Wonderland:</i> 371; <i>Jabberwocky:</i> 379; <i>The Importance of Imagination:</i> 387; <i>Animation All About Exploration:</i> 433; <i>Small-Group Performance Task:</i> 475  <b>English Language Support Lesson:</b> <i>My Life With the Chimpanzees:</i> 100C; <i>Hachiko, Japan’s Most Famous Dog:</i>



		118C; <i>Black Cowboy, Wild Horses</i> : 162C; <i>Should Polar Tourism Be Allowed?</i> : 458C
<b>11. Justifying/arguing</b>		
PI.6.11.EM	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 253, 255; <i>Small-Group Performance Task</i> : 261, 475; <i>Whole-Class Performance Task</i> : 435, 439; <i>Should Polar Tourism Be Allowed?</i> : 464, 465
	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, has to</i> ).	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 253, 255; <i>Small-Group Performance Task</i> : 261, 475; <i>Whole-Class Performance Task</i> : 435, 439; <i>Should Polar Tourism Be Allowed?</i> : 464, 465
PI.6.11.EX	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text) or relevant background knowledge, with moderate support.	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 253, 255; <i>Small-Group Performance Task</i> : 261, 475; <i>Whole-Class Performance Task</i> : 435, 439; <i>Should Polar Tourism Be Allowed?</i> : 464, 465
	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i> ).	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 253, 255; <i>Small-Group Performance Task</i> : 261, 475; <i>Whole-Class Performance Task</i> : 435, 439; <i>Should Polar Tourism Be Allowed?</i> : 464, 465
PI.6.11.BR	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to what the text says) or relevant background knowledge, with light support.	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 253, 255; <i>Small-Group Performance Task</i> : 261, 475; <i>Whole-Class Performance Task</i> : 435, 439; <i>Should Polar Tourism Be Allowed?</i> : 464
	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should, would, might</i> ) and phrasing (e.g., <i>In my opinion . . .</i> ).	<b>Personalize for Learning:</b> <i>The Black Hole of Technology</i> : 221, 223; <i>Is Our Gain Also Our Loss?</i> : 253, 255; <i>Small-Group Performance Task</i> : 261, 475; <i>Whole-Class Performance Task</i> : 435, 439; <i>Should Polar Tourism Be Allowed?</i> : 464, 465
<b>12. Selecting language resources</b>		
PI.6.12.EM	a. Use a select number of general academic words (e.g., <i>author, chart</i> ) and domain-specific words (e.g., <i>scene, cell, fraction</i> ) to create some precision while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 5, 93, 187, 275, 403; <i>Monkey Master</i> : 161; <i>A Long Way Home</i> : 424, 428  <b>English Language Support Lesson:</b> <i>The Phantom Tollbooth, Act I</i> : 282C, 312C; <i>Alice's Adventures in Wonderland</i> : 362C; <i>Mission Twinpossible</i> : 444C; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 452C
	b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i> ).	<b>Personalize for Learning:</b> <i>The Phantom Tollbooth, Act I</i> : 311; <i>Jabberwocky</i> : 378  <b>English Language Support Lesson:</b> <i>The Phantom Tollbooth, Act I</i> : 282C
PI.6.12.EX	a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i> ), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i> ), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 5, 93, 187, 275, 403; <i>Monkey Master</i> : 161; <i>The Phantom Tollbooth, Act I</i> : 311; <i>A Long Way Home</i> : 424, 428  <b>English Language Support Lesson:</b> <i>The Phantom Tollbooth, Act I</i> : 282C, 312C; <i>Alice's Adventures in Wonderland</i> : 362C; <i>Mission Twinpossible</i> : 444C; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 452C

	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes X. That's impossible</i> ).	<b>Personalize for Learning:</b> <i>The Phantom Tollbooth</i> , Act I: 311; <i>Jabberwocky</i> : 378  <b>English Language Support Lesson:</b> <i>The Phantom Tollbooth</i> , Act I: 282C
PI.6.12.BR	a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i> ), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i> ), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 5, 93, 187, 275, 403; <i>Monkey Master</i> : 161; <i>The Phantom Tollbooth</i> , Act I: 311; <i>A Long Way Home</i> : 424, 428  <b>English Language Support Lesson:</b> <i>The Phantom Tollbooth</i> , Act I: 282C, 312C; <i>Alice's Adventures in Wonderland</i> : 362C; <i>Mission Twinpossible</i> : 444C; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 452C
	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> → <i>observation</i> , <i>reluctant</i> → <i>reluctantly</i> , <i>produce</i> → <i>production</i> , and so on).	<b>Personalize for Learning:</b> <i>The Phantom Tollbooth</i> , Act I: 311; <i>Jabberwocky</i> : 378  <b>English Language Support Lesson:</b> <i>The Phantom Tollbooth</i> , Act I: 282C
<b>Part II. A. Structuring Cohesive Texts</b>		
<b>1. Understanding Text Structure</b>		
P.11.6.1.EM	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and to writing basic texts.	<b>Personalize for Learning:</b> <i>My Life With the Chimpanzees</i> : 113; <i>Predators</i> : 148; <i>Alice's Adventures in Wonderland</i> : 371; <i>Should Polar Tourism Be Allowed?</i> : 462, 464  <b>English Language Support Lesson:</b> <i>I Was a Skinny Tomboy Kid</i> : 68C; <i>The Black Hole of Technology</i> : 214C; <i>Alice's Adventures in Wonderland</i> : 362C
P.11.6.1.EX	Apply understanding of the organizational features of different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and to writing texts with cohesion.	<b>Personalize for Learning:</b> <i>My Life With the Chimpanzees</i> : 113; <i>Predators</i> : 148; <i>Alice's Adventures in Wonderland</i> : 371; <i>Should Polar Tourism Be Allowed?</i> : 462, 464  <b>English Language Support Lesson:</b> <i>I Was a Skinny Tomboy Kid</i> : 68C; <i>The Black Hole of Technology</i> : 214C; <i>Alice's Adventures in Wonderland</i> : 362C
P.11.6.1.BR	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts	<b>Personalize for Learning:</b> <i>My Life With the Chimpanzees</i> : 113; <i>Predators</i> : 148; <i>Alice's Adventures in Wonderland</i> : 371; <i>Should Polar Tourism Be Allowed?</i> : 462, 464  <b>English Language Support Lesson:</b> <i>I Was a Skinny Tomboy Kid</i> : 68C; <i>The Black Hole of Technology</i> : 214C; <i>Alice's Adventures in Wonderland</i> : 362C
<b>2. Understanding Cohesion</b>		
P.11.6.2.EM	a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	<b>Personalize for Learning:</b> <i>Declaration of the Rights of the Child</i> : 48; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 58; <i>Whole-Class Performance Task</i> : 131; <i>Jabberwocky</i> : 378; <i>The Importance of Imagination</i> : 386; <i>Should Polar Tourism Be Allowed?</i> : 463  <b>English Language Support Lesson:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 50C; <i>My Life With the Chimpanzees</i> : 100C; <i>Feathered</i>

		<i>Friend: 194C; Teens and Technology Share a Future: 206C; Is Our Gain Also Our Loss?: 248C; Alice's Adventures in Wonderland: 362C; The Importance of Imagination: 380C</i>
	b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i> ) to comprehending texts and writing basic texts.	<b>Personalize for Learning:</b> <i>My Life With the Chimpanzees: 116; Small-Group Performance Task: 173, 261; The Phantom Tollbooth, Act II: 344; Alice's Adventures in Wonderland: 370</i>
P11.6.2.EX	a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	<b>Personalize for Learning:</b> <i>Declaration of the Rights of the Child: 48; Michaela DePrince: The War Orphan Who Became a Ballerina: 58; Whole-Class Performance Task: 131; Jabberwocky: 378; The Importance of Imagination: 386; Should Polar Tourism Be Allowed?: 463</i>  <b>English Language Support Lesson:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 50C; My Life With the Chimpanzees: 100C; Feathered Friend: 194C; Teens and Technology Share a Future: 206C; Is Our Gain Also Our Loss?: 248C; Alice's Adventures in Wonderland: 362C; The Importance of Imagination: 380C</i>
	b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i> ) to comprehending texts and writing texts with increasing cohesion.	<b>Personalize for Learning:</b> <i>Small-Group Performance Task: 173, 261; The Phantom Tollbooth, Act II: 344; Alice's Adventures in Wonderland: 370</i>
P11.6.2.BR	a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	<b>Personalize for Learning:</b> <i>Declaration of the Rights of the Child: 48; Michaela DePrince: The War Orphan Who Became a Ballerina: 58; Whole-Class Performance Task: 131; Jabberwocky: 378; The Importance of Imagination: 386; Should Polar Tourism Be Allowed?: 463;</i>  <b>English Language Support Lesson:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 50C; My Life With the Chimpanzees: 100C; Feathered Friend: 194C; Teens and Technology Share a Future: 206C; Is Our Gain Also Our Loss?: 248C; Alice's Adventures in Wonderland: 362C; The Importance of Imagination: 380C</i>
	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i> ) to comprehending texts and writing cohesive texts.	<b>Personalize for Learning:</b> <i>Small-Group Performance Task: 173, 261; The Phantom Tollbooth, Act II: 344; Alice's Adventures in Wonderland: 370</i>
<b>Part II. B. Expanding and Enriching Ideas</b>		
<b>3. Using Verbs and Verb Phrases</b>		
P11.6.3.EM	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple,	<b>Personalize for Learning:</b> <i>A Blessing: 143; Black Cowboy, Wild Horses: 170; Whole-Class Performance Task: 437; Jabberwocky: 378; Should NASA Pay</i>

	progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	<i>Companies to Fly Astronauts to the International Space Station?: 457</i>
P11.6.3.EX	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	<b>Personalize for Learning:</b> <i>A Blessing: 143; Black Cowboy, Wild Horses: 170; Whole-Class Performance Task: 437; Jabberwocky: 378; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 457</i>
P11.6.3.BR	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	<b>Personalize for Learning:</b> <i>A Blessing: 143; Black Cowboy, Wild Horses: 170; Whole-Class Performance Task: 437; Jabberwocky: 378; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 457</i>
<b>4. Using nouns and noun phrases</b>		
P11.6.4.EM	Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	<b>Personalize for Learning:</b> <i>Is Our Gain Also Our Loss?: 254; Whole-Class Performance Task: 353; Jabberwocky: 378; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 457</i>
P11.6.4.EX	Expand noun phrases in a growing number of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	<b>Personalize for Learning:</b> <i>Is Our Gain Also Our Loss?: 254; Whole-Class Performance Task: 353; Jabberwocky: 378; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 457</i>
P11.6.4.BR	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	<b>Personalize for Learning:</b> <i>Is Our Gain Also Our Loss?: 254; Whole-Class Performance Task: 353; Jabberwocky: 378; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 457</i>
<b>5. Modifying to add details</b>		
P11.6.5.EM	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	<b>Personalize for Learning:</b> <i>Bad Boy: 67; Whole-Class Performance Task: 353; Jabberwocky: 378; Mission Twinpossible: 450</i>
P11.6.5.EX	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	<b>Personalize for Learning:</b> <i>Bad Boy: 67; Whole-Class Performance Task: 353; Jabberwocky: 378; Mission Twinpossible: 450</i>

P11.6.5.BR	Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	<b>Personalize for Learning:</b> <i>Bad Boy: 67; Whole-Class Performance Task: 353; Jabberwocky: 378; Mission Twinpossible: 45</i>
<b>Part II. C. Connecting and Condensing Ideas</b>		
<b>6. Connecting Ideas</b>		
P11.6.6.EM	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ).	<b>Personalize for Learning:</b> <i>The Phantom Tollbooth, Act II: 343; Whole-Class Performance Task: 353</i>
P11.6.6.EX	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).	<b>Personalize for Learning:</b> <i>The Phantom Tollbooth, Act II: 343; Whole-Class Performance Task: 353</i>
P11.6.6.BR	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i> ), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i> ).	<b>Personalize for Learning:</b> <i>The Phantom Tollbooth, Act II: 343; Whole-Class Performance Task: 353</i>
<b>7. Condensing ideas</b>		
P11.6.7.EM	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i> ) to create precise and detailed sentences.	<b>Personalize for Learning:</b> <i>Whole-Class Performance Task: 353; Jabberwocky: 378; A Long Way Home: 424</i>
P11.6.7.EX	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods that <i>are made without chemical fertilizers or</i>	<b>Personalize for Learning:</b> <i>Whole-Class Performance Task: 353; Jabberwocky: 378; A Long Way Home: 424</i>

	<i>insecticides</i> ) to create precise and detailed sentences.	
PII.6.7.BR	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died. → The destruction of the rain forest led to <i>the death</i> of many animals) to create precise and detailed sentences.	<b>Personalize for Learning:</b> <i>Whole-Class Performance Task: 353; Jabberwocky: 378; A Long Way Home: 424</i>