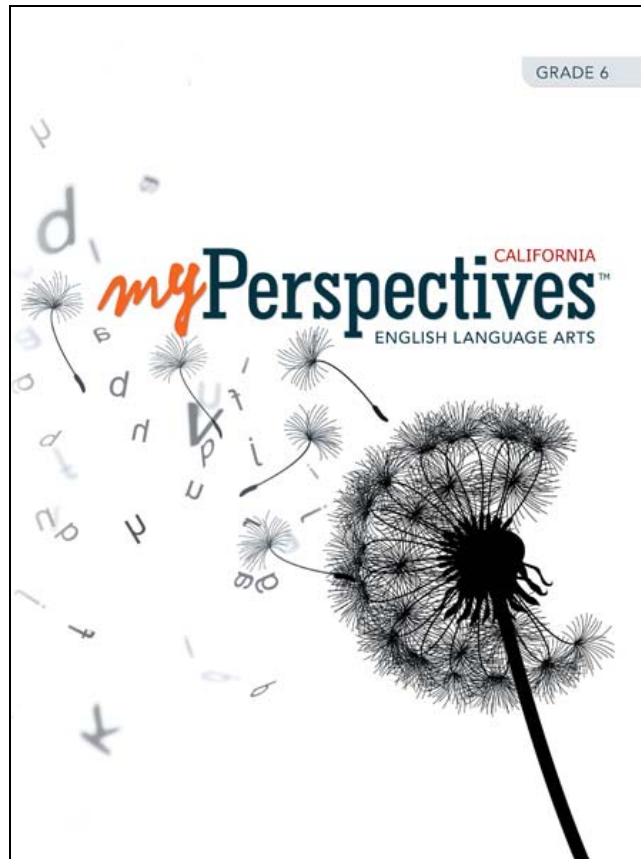


A Correlation of



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To the

California English-Language Arts Content Standards Grade 6

Correlation to the California Common Core State Standards for English Language Arts, Grade 6

Grade 6 Reading Standards for Literature		
STANDARD CODE	Standard	Print and Interactive Editions
Key Ideas and Details		
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: <i>I Was a Skinny Tomboy Kid</i> : 74; <i>Black Cowboy, Wild Horses</i> : 169, 171; <i>Feathered Friend</i> : 201; <i>Alice’s Adventures in Wonderland</i> : 369
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SE/TE: <i>I Was a Skinny Tomboy Kid</i> : 74, 76–77; <i>Feathered Friend</i> : 201; <i>The Fun They Had</i> : 245
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	SE/TE: <i>Black Cowboy, Wild Horses</i> : 169; <i>The Phantom Tollbooth, Act I</i> : 309; <i>Alice’s Adventures in Wonderland</i> : 369
Craft and Structure		
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.)	SE/TE: <i>I Was a Skinny Tomboy Kid</i> : 74, 75; <i>A Blessing</i> : 142; <i>Predators</i> : 148, 150; <i>The Fun They Had</i> : 246; <i>Alice’s Adventures in Wonderland</i> : 369; <i>Jabberwocky</i> : 377
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SE/TE: <i>I Was a Skinny Tomboy Kid</i> : 74; <i>Predators</i> : 148, 149; <i>Feathered Friend</i> : 201; <i>The Fun They Had</i> : 245; <i>The Phantom Tollbooth, Act I</i> : 309; <i>The Phantom Tollbooth, Act II</i> : 341
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TE: <i>Predators</i> : 148; <i>The Phantom Tollbooth, Act I</i> : 309
Integration of Knowledge and Ideas		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	SE/TE: <i>The Phantom Tollbooth</i> (video): 350–351
RL.6.8	NA	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	SE/TE: <i>Bad Boy</i> : 66; <i>I Was a Skinny Tomboy Kid</i> : 76–77

Range of Reading and Level of Text Complexity		
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: <i>I Was a Skinny Tomboy Kid</i> : 68; <i>First-Read Guide</i> : 82, 176, 264, 392, 478; <i>Close-Read Guide</i> : 83, 177, 265, 393, 479; <i>A Blessing</i> : 138; <i>Predators</i> : 144; <i>Black Cowboy, Wild Horses</i> : 162; <i>Feathered Friend</i> : 194; <i>The Fun They Had</i> : 238; <i>The Phantom Tollbooth, Act I</i> : 282; <i>The Phantom Tollbooth, Act II</i> : 312; <i>Alice’s Adventures in Wonderland</i> : 362; <i>Jabberwocky</i> : 372
Grade 6 Reading Standards for Informational Text		
STANDARD CODE	Standard	Print and Interactive Editions
Key Ideas and Details		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: <i>My Life With the Chimpanzees</i> : 113; <i>Teens and Technology Share a Future</i> : 211; <i>The Black Hole of Technology</i> : 219; <i>Is Our Gain Also Our Loss?</i> : 253; <i>The Importance of Imagination</i> : 385; <i>A Long Way Home</i> : 425; <i>Mission Twinpossible</i> : 449; <i>Should Polar Tourism Be Allowed?</i> : 464
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SE/TE: <i>Bad Boy</i> : 66; <i>The Internet of Things</i> : 227; <i>The Importance of Imagination</i> : 385; <i>Mission Twinpossible</i> : 449
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 57; <i>Hachiko, Japan’s Most Famous Dog</i> : 123; <i>Is Our Gain Also Our Loss?</i> : 253; <i>The Importance of Imagination</i> : 385; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 456; <i>Should Polar Tourism Be Allowed?</i> : 462
Craft and Structure		
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.)	SE/TE: <i>Teens and Technology Share a Future</i> : 211; <i>The Black Hole of Technology</i> : 219; <i>A Long Way Home</i> : 425
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.	SE/TE: <i>Declaration of the Rights of the Child</i> : 47; <i>Is Our Gain Also Our Loss?</i> : 253; <i>Mission Twinpossible</i> : 449; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 456; <i>Should Polar Tourism Be Allowed?</i> : 462
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	SE/TE: <i>Brown Girl Dreaming</i> : 21; <i>My Life With the Chimpanzees</i> : 113; <i>Teens and Technology Share a Future</i> : 211; <i>The Black Hole of Technology</i> : 219
Integration of Knowledge and Ideas		
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic	SE/TE: <i>Calvin and Hobbes</i> : 30; <i>Monkey Master</i> : 160; <i>Lewis & Clark</i> : 472

	or issue.	
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	SE/TE: <i>The Black Hole of Technology:</i> 222–223; <i>Should Polar Tourism Be Allowed?:</i> 464–465
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	SE/TE: <i>The Black Hole of Technology:</i> 222–223
Range of Reading and Level of Text Complexity		
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: <i>Brown Girl Dreaming:</i> 12; <i>Declaration of the Rights of the Child:</i> 42; <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 50; <i>Bad Boy:</i> 60; <i>First-Read Guide:</i> 82, 176, 264, 392, 478; <i>Close-Read Guide:</i> 83, 177, 265, 393, 479; <i>My Life With the Chimpanzees:</i> 100; <i>Hachiko, Japan’s Most Famous Dog:</i> 118; <i>Teens and Technology Share a Future:</i> 206; <i>The Black Hole of Technology:</i> 214; <i>Is Our Gain Also Our Loss?:</i> 248; <i>The Importance of Imagination:</i> 380; <i>A Long Way Home:</i> 410; <i>Mission Twinpossible:</i> 444; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 452; <i>Should Polar Tourism Be Allowed?:</i> 458
Grade 6 Writing Standards		
STANDARD CODE	Standard	Print and Interactive Editions
Text Types and Purposes		
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	SE/TE: <i>Feathered Friend:</i> 204; <i>Whole-Class Performance Task:</i> 228–233, 434–439; <i>A Long Way Home:</i> 428; <i>Should Polar Tourism Be Allowed?:</i> 465; <i>Small-Group Performance Task:</i> 474
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.	SE/TE: <i>Feathered Friend:</i> 204; <i>Whole-Class Performance Task:</i> 229, 435, 438; <i>Small-Group Performance Task:</i> 260; <i>A Long Way Home:</i> 428; <i>Should Polar Tourism Be Allowed?:</i> 465
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE/TE: <i>Feathered Friend:</i> 204; <i>Whole-Class Performance Task:</i> 229, 232, 435; <i>Small-Group Performance Task:</i> 260, 474; <i>A Long Way Home:</i> 428; <i>Should Polar Tourism Be Allowed?:</i> 465
W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE/TE: <i>Feathered Friend:</i> 204; <i>Whole-Class Performance Task:</i> 231, 438; <i>A Long Way Home:</i> 428; <i>Should Polar Tourism Be Allowed?:</i> 465
W.6.1.d	Establish and maintain a formal style.	SE/TE: <i>Feathered Friend:</i> 204; <i>Whole-Class Performance Task:</i> 230, 438; <i>A Long Way Home:</i> 428
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.	SE/TE: <i>Feathered Friend:</i> 204; <i>Whole-Class Performance Task:</i> 230, 436; <i>A Long Way Home:</i> 428
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE/TE: <i>Declaration of the Rights of the Child:</i> 49; <i>Hachiko, Japan’s Most Famous Dog:</i> 126; <i>Whole-Class Performance Task:</i> 128–133; <i>Predators:</i> 151; <i>Black Cowboy, Wild Horses:</i> 171; <i>The Black Hole of</i>

		<i>Technology: 223; The Internet of Things: 227; Is Our Gain Also Our Loss?: 255; Bored . . . And Brilliant?: 259; Alice’s Adventures in Wonderland: 371; Mission Twinpossible: 451</i>
W.6.2.a	Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Mission Twinpossible: 451</i>
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Hachiko, Japan’s Most Famous Dog: 126; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Animation All About Exploration: 433; Mission Twinpossible: 451</i>
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 130, 173; The Importance of Imagination: 387; Mission Twinpossible: 451</i>
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: <i>My Life With the Chimpanzees: 116; Hachiko, Japan’s Most Famous Dog: 126; Whole-Class Performance Task: 132; Predators: 151; The Phantom Tollbooth (video): 351; Mission Twinpossible: 451</i>
W.6.2.e	Establish and maintain a formal style.	SE/TE: <i>Whole-Class Performance Task: 132; The Importance of Imagination: 387; Animation All About Exploration: 433</i>
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; Whole-Class Performance Task: 130</i>
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 32–37, 352–357; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i>
W.6.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 34, 354, 356; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i>
W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 33, 353; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i>
W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE/TE: <i>Whole-Class Performance Task: 34, 356</i>

W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE/TE: <i>Brown Girl Dreaming</i> : 24; <i>Whole-Class Performance Task</i> : 35, 36, 353, 356; <i>The Fun They Had</i> : 247
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.	SE/TE: <i>Whole-Class Performance Task</i> : 36, 354, 356
Production and Distribution of Writing		
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/TE: <i>Whole-Class Performance Task</i> : 37, 133; <i>Is Our Gain Also Our Loss?</i> : 255; <i>Small-Group Performance Task</i> : 474
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	SE/TE: <i>Whole-Class Performance Task</i> : 37, 133, 233, 357, 439
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	SE/TE: <i>Whole-Class Performance Task</i> : 37, 133, 233, 439
Research to Build and Present Knowledge		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SE/TE: <i>Calvin and Hobbes</i> : 31; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 59; <i>Monkey Master</i> : 161; <i>Feathered Friend</i> : 205; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 260; <i>Alice’s Adventures in Wonderland</i> : 371; <i>Mission Twinpossible</i> : 451; <i>Lewis & Clark</i> : 473
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	SE/TE: <i>Calvin and Hobbes</i> : 31; <i>Monkey Master</i> : 161; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 260; <i>Alice’s Adventures in Wonderland</i> : 371; <i>Mission Twinpossible</i> : 451; <i>Lewis & Clark</i> : 473
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: <i>Whole-Class Performance Task</i> : 33, 230, 434–439; <i>I Was a Skinny Tomboy Kid</i> : 76–77; <i>Should Polar Tourism Be Allowed?</i> : 464–465
W.6.9.a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	SE/TE: <i>I Was a Skinny Tomboy Kid</i> : 76–77
W.6.9.b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	SE/TE: <i>Whole-Class Performance Task</i> : 230, 434–439; <i>Should Polar Tourism Be Allowed?</i> : 464–465

Range of Writing		
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: <i>Whole-Class Performance Task</i> : 32–37, 128–133, 228–233, 352–357, 434–439
Grade 6 Speaking and Listening Standards		
STANDARD CODE	Standard	Print and Interactive Editions
Comprehension and Collaboration		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	SE/TE: <i>Calvin and Hobbes</i> : 31; <i>Hachiko, Japan’s Most Famous Dog</i> : 127; <i>Predators</i> : 150; <i>Monkey Master</i> : 161; <i>Share Your Independent Learning</i> : 84, 178, 266, 394, 480; <i>A Long Way Home</i> : 429; <i>Animation All About Exploration</i> : 433
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SE/TE: <i>Brown Girl Dreaming</i> : 25; <i>Calvin and Hobbes</i> : 31; <i>I Was a Skinny Tomboy Kid</i> : 76–77; <i>My Life With the Chimpanzees</i> : 117; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 261, 388–389; <i>The Phantom Tollbooth</i> , Act II: 345; <i>The Phantom Tollbooth</i> (video): 351; <i>Jabberwocky</i> : 379; <i>A Long Way Home</i> : 429; <i>Animation All About Exploration</i> : 433
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE/TE: <i>Hachiko, Japan’s Most Famous Dog</i> : 127; <i>Bored . . . And Brilliant?</i> : 259; <i>The Phantom Tollbooth</i> , Act II: 345; <i>Jabberwocky</i> : 379; <i>Small-Group Performance Task</i> : 388–389; <i>A Long Way Home</i> : 429
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SE/TE: <i>Brown Girl Dreaming</i> : 25; <i>Calvin and Hobbes</i> : 31; <i>My Life With the Chimpanzees</i> : 117; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 261; <i>A Long Way Home</i> : 429
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SE/TE: <i>Brown Girl Dreaming</i> : 25; <i>Calvin and Hobbes</i> : 31; <i>I Was a Skinny Tomboy Kid</i> : 76–77; <i>Small-Group Performance Task</i> : 261; <i>The Phantom Tollbooth</i> (video): 351; <i>A Long Way Home</i> : 429
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SE/TE: <i>Small-Group Performance Task</i> : 172–173; <i>The Internet of Things</i> : 227; <i>Is Our Gain Also Our Loss?</i> : 255; <i>The Phantom Tollbooth</i> (video): 349, 351; <i>A Long Way Home</i> : 429; <i>Animation All About Exploration</i> : 433; <i>Lewis & Clark</i> : 473
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SE/TE: <i>Is Our Gain Also Our Loss?</i> : 255; <i>Small-Group Performance Task</i> : 260–261; <i>Should Polar Tourism Be Allowed?</i> : 464
Presentation of Knowledge and Ideas		
SL.6.4	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use	SE/TE: <i>Brown Girl Dreaming</i> : 25; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 59; <i>Small-Group Performance Task</i> : 78–79, 172–173, 260–261, 388–389, 474–475; <i>Black Cowboy, Wild Horses</i> : 171; <i>Feathered Friend</i> : 205;

	appropriate eye contact, adequate volume, and clear pronunciation. a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.	<i>The Internet of Things</i> : 227; <i>Is Our Gain Also Our Loss?</i> : 255; <i>The Phantom Tollbooth</i> , Act II: 345; <i>Jabberwocky</i> : 379; <i>Lewis & Clark</i> : 473
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE/TE : <i>Black Cowboy, Wild Horses</i> : 171; <i>Small-Group Performance Task</i> : 78–79, 172–173, 260–261, 388–389, 474–475; <i>Feathered Friend</i> : 205; <i>The Internet of Things</i> : 227; <i>Is Our Gain Also Our Loss?</i> : 255; <i>Bored . . . And Brilliant?</i> : 259; <i>Jabberwocky</i> : 379; <i>A Long Way Home</i> : 429
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	SE/TE : <i>Small-Group Performance Task</i> : 79, 173, 261, 389; <i>The Phantom Tollbooth</i> , Act II: 345, 350
Grade 6 Language Standards		
STANDARD CODE	Standard	Print and Interactive Editions
Conventions of Standard English		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE : <i>Brown Girl Dreaming</i> : 23; <i>Bad Boy</i> : 67; <i>A Blessing</i> : 143; <i>Black Cowboy, Wild Horses</i> : 170; <i>Feathered Friend</i> : 203; <i>Teens and Technology Share a Future</i> : 213; <i>The Black Hole of Technology</i> : 221; <i>Is Our Gain Also Our Loss?</i> : 254; <i>The Phantom Tollbooth</i> , Act I: 311; <i>The Phantom Tollbooth</i> , Act II: 343; <i>Whole-Class Performance Task</i> : 355, 437, 439; <i>Alice’s Adventures in Wonderland</i> : 370; <i>Mission Twinpossible</i> : 450; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 457; <i>Should Polar Tourism Be Allowed?</i> : 463
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	SE/TE : <i>Declaration of the Rights of the Child</i> : 48; <i>Whole-Class Performance Task</i> : 131
L.6.1.b	Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly.	SE/TE : <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 58
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.*	SE/TE : <i>The Importance of Imagination</i> : 386
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	SE/TE : <i>The Importance of Imagination</i> : 386
L.6.1.e	Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	SE/TE : <i>Whole-Class Performance Task</i> : 131, 437, 438, 439; <i>Jabberwocky</i> : 378; <i>Should Polar Tourism Be Allowed?</i> : 465
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE : <i>Brown Girl Dreaming</i> : 23; <i>I Was a Skinny Tomboy Kid</i> : 77; <i>My Life With the Chimpanzees</i> : 115; <i>Hachiko, Japan’s Most Famous Dog</i> : 125;

		<i>Whole-Class Performance Task: 133; Predators: 149, 151; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221</i>
L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	SE/TE: <i>My Life With the Chimpanzees: 115; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221</i>
L.6.2.b	Spell correctly.	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; Hachiko, Japan’s Most Famous Dog: 125; Whole-Class Performance Task: 133</i>
Knowledge of Language		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE/TE: <i>Feathered Friend: 204; The Phantom Tollbooth, Act II: 343; Whole-Class Performance Task: 35, 36, 355, 438</i>
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.*	SE/TE: <i>Whole-Class Performance Task: 35, 36, 355; The Phantom Tollbooth, Act II: 343</i>
L.6.3.b	Maintain consistency in style and tone.*	SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 438; Should Polar Tourism Be Allowed?: 465; Small-Group Performance Task: 475</i>
Vocabulary Acquisition and Use		
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	SE/TE: <i>Declaration of the Rights of the Child: 42; I Was a Skinny Tomboy Kid: 68; Black Cowboy, Wild Horses: 162, 168; Is Our Gain Also Our Loss?: 248; The Phantom Tollbooth, Act I: 310; Jabberwocky: 376; Mission Twinpossible: 444; Should Polar Tourism Be Allowed?: 461</i>
L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 50; Bad Boy: 60, A Blessing: 138; Predators: 144; The Fun They Had: 238; Alice’s Adventures in Wonderland: 362; Jabberwocky: 372; The Importance of Imagination: 380; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 452; Should Polar Tourism Be Allowed?: 458</i>
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	SE/TE: <i>Declaration of the Rights of the Child: 46; Bad Boy: 65; My Life With the Chimpanzees: 114; Predators: 147; Feathered Friend: 202; The Fun They Had: 244; Is Our Gain Also Our Loss?: 252; The Phantom Tollbooth, Act II: 342; Alice’s Adventures in Wonderland: 368; A Long Way Home: 426; Mission Twinpossible: 448; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 455</i>
L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 56; Mission Twinpossible: 448; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 452</i>
L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 56; The Importance of Imagination: 380; Mission Twinpossible: 448; Should NASA Pay Companies to Fly Astronauts to</i>

		<i>the International Space Station?: 455; Should Polar Tourism Be Allowed?: 458</i>
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: <i>Brown Girl Dreaming: 22; I Was a Skinny Tomboy Kid: 75; Predators: 148; A Blessing: 141; Feathered Friend: 202</i>
L.6.5.a	Interpret figures of speech (e.g., personification) in context.	SE/TE: <i>I Was a Skinny Tomboy Kid: 75; The Black Hole of Technology: 219; Alice’s Adventures in Wonderland: 369; A Long Way Home: 425</i>
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 56; Jabberwocky: 378; A Long Way Home: 427</i>
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	SE/TE: <i>Predators: 148; The Fun They Had: 246; The Importance of Imagination: 384; A Long Way Home: 425</i>
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: <i>Unit Opener: 4, 92, 186, 274, 402; Calvin and Hobbes: 26, 30; Monkey Master: 152; The Internet of Things: 224; Bored . . . And Brilliant?: 256; The Phantom Tollbooth (video): 346, 349; Animation All About Exploration: 430; Lewis & Clark: 466</i>