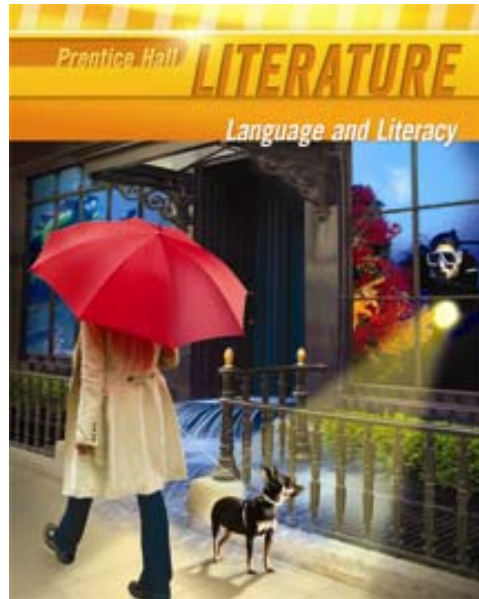


A Correlation of

**Prentice Hall Literature,
Grade 6, © 2010**



To the

**North Carolina
English Language Arts Standard
Course of Study, 2004
and the
Common Core Standards for
English Language Arts
Grade 6**

PEARSON

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INTRODUCTION

This document demonstrates how *Prentice Hall Literature* meets both the objectives of the *North Carolina English Language Arts Standard Course of Study* as well as the *Common Core Standards for Language Arts (2010)*. Correlation page references are to the Teacher's Edition and are cited by activity and page number. Lessons in the Teacher's Edition contain facsimile Student Edition pages.

Prentice Hall Literature is a comprehensive basal language and literacy program for Grades Six through Twelve that is built on solid research and allows skills and concepts to be taught to mastery through an innovative approach of grouping content thematically, by skill focus, and genre.

Selection Choices

Prentice Hall Literature lets you choose the literature you teach based on students' backgrounds, needs and interests. Additionally, a full complement of leveled support is provided for each selection to help you attend to varied learning needs, including leveled reading and vocabulary warm-ups, graphic organizers, assessment, trade books, online practice and reader's notebook.

The Big Question

Full immersion in a concept provides a safe place for all learners to connect knowledge, build vocabulary, and learn how to learn. *Prentice Hall Literature* puts students in the world of a concept for six weeks, six times per year. Instruction is built from Grant Wiggins' *Understanding by Design*. The Big Question drives students to promote inquiry, foster deep understanding, engage in lively debate, connect to prior learning, stimulate rethinking, and build vocabulary.

Assessment

Prentice Hall Literature helps teachers administer assessment at different stages to keep track of student progress. Teachers are guided to Diagnose Readiness with tools to help them assess a student's understanding prior to reading, which helps them implement personalized instruction. Teachers can Monitor Progress with well-designed check-ins to implement as the students read. Finally, the program provides Benchmark Mastery assessments every three weeks to help students catch small learning problems before they become big ones.

Digital Connection

Prentice Hall Literature is designed to meet the needs of tech-savvy students living in a world teeming with handheld devices and social networks by letting students seamlessly integrate school with their digital world. The Student Edition is online with exciting ways to access content, video, and audio. Plus, an online teacher center helps teachers improve upon their instruction.

This document demonstrates the high degree of success students will achieve by using *Prentice Hall Literature*.

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English Language Arts Curriculum		
Grade 6		
<p><i>Sixth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on personal expression, students also:</i></p> <ul style="list-style-type: none"> • <i>Interpret and synthesize information.</i> • <i>Develop an understanding of the foundations of argument.</i> • <i>Critically analyze print and non-print communication.</i> • <i>Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.</i> • <i>Interpret and evaluate a wide range of literature.</i> 		
Strands: Oral Language, Written Language, and Other Media/Technology		
Competency Goal 1 The learner will use language to express individual perspectives drawn from personal or related experience.		
1.01 Narrate an expressive account (e.g., fictional or autobiographical) which:		
<ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. 	W.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE/TE: Make a Timeline, 155; Decide on the Order of Events, 156; Use Dialogue and Suspense, 156; Identify and Strengthen Connections, 158; Develop Your Plot, 356; Create Logical Connections Events, 358
<ul style="list-style-type: none"> • tells a story or establishes the significance of an event or events. 	W.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE/TE: Writing Workshop: Autobiographical Narrative, 154–161; Short Story, 354–361; also see: Personal Anecdote, 131; Personal Narrative, 331; Fable, 855
<ul style="list-style-type: none"> • uses remembered feelings and specific details. 		SE/TE: List Special Events, 155; Consider Relationships, 155; Make a Timeline, 155
<ul style="list-style-type: none"> • uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions). 	W.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: Writing Workshop: Dialogue, 156, 158; Develop Your Plot, 356; Use Dialogue to Give Characters Voice, 358; also see: Personal Anecdote, 131; Personal Narrative, 331

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North Carolina English Language Arts Standard Course of Study, 2004, Grade 6	The Common Core Standards for English Language Arts, Grade 6	Prentice Hall Literature, 2010, Grade 6
1.02 Explore expressive materials that are read, heard, and/or viewed by:		
<ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 		<p>SE/TE: Throughout Prentice Hall Literature side-note questions focusing on key skills accompany each selection. Students monitor comprehension as they answer these questions. See for examples pages: 49, 57, 146, 184, 226, 280, 289, 473, 565, 573, 644, 711, 725, 851, 863. Critical Thinking following each selection provides another opportunity for monitoring comprehension. See for examples pages: 50, 60, 214, 238, 296, 314, 328, 494, 590, 626, 632, 864.</p>
<ul style="list-style-type: none"> analyzing the characteristics of expressive works. 		<p>SE/TE: What are fiction/nonfiction? 4–5; Types of fiction, 6–7; What is a short story?, 178–179; Elements of Short Stories, 180–181; What is the oral tradition?, 824–825; Characteristics of Folk literature, 826–827; also see: Folk tale, 837, 839; Legend, 831, 837; Fable, 839, 845, 853; Myth, 864, 865, 868, 871, 872, 873; Fantasy, 884; What is Drama?, 692–693; Elements and types of drama, 694–695; What is poetry (tone, rhyme, free verse, meter), 550–551; Poetry, elements, 552–553</p>
<ul style="list-style-type: none"> determining the effect of literary devices and/or strategies on the reader/viewer/listener. 	<p>R-L.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.</p>	<p>SE/TE: Reading Skill and Literary Analysis, 21, 39, 43, 61, 93, 107, 111, 129, 189, 215, 219, 239, 271, 297, 301, 329, 561, 581, 585, 597, 621, 633, 637, 651, 705, 733, 745, 777, 839, 853, 857, 873, 913, 929, 933, 953; Communications Workshop, 366, 812</p>

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<ul style="list-style-type: none"> making connections between works, self and related topics. 	R-L.6. Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TE: Making Connections, 22, 30, 44, 52, 94, 102, 112, 122, 190, 204, 220, 232, 250, 258, 272, 284, 302, 316, 396, 404, 420, 426, 474, 478, 490, 496, 562, 586, 622, 638, 704, 746, 840, 846, 858, 914, 922, 934, 940
<ul style="list-style-type: none"> comparing and/or contrasting information. 	R-L.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: Compare and contrast, 745, 751, 752, 755, 759, 761, 762, 765, 767, 769, 772, 774, 775, 777, 780; Critical Thinking: Compare and contrast, 60, 296, 314, 328, 352, 402, 414, 484, 506, 590, 795, 895, 928, 938; also see: Comparing Literary Works, 74, 78, 85, 142, 149, 153, 252, 260, 263, 344, 348, 353, 610, 612, 613, 662, 665, 667, 790, 796, 799, 886, 896, 905, 966, 979, 989; Comparing Informational Texts, 71, 139, 249, 341, 443, 515, 607, 659, 787, 883, 961
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	R-L.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Inferences, making, 189, 193, 195, 197, 199, 200, 207, 209, 210, 211, 219, 228, 231, 235, 238, 239, 271, 301, 621, 705; also see: Infer, 38, 60, 77, 128, 148, 187, 259, 262, 282, 296, 393, 402, 414, 447, 494, 506, 521, 524, 580, 590, 632, 644, 650, 664, 666, 703, 795, 837, 844, 852, 864, 872, 904, 920, 952, 977; Conclusions, drawing, 271, 277, 280, 281, 287, 288, 290, 293, 295, 296, 306, 308, 311, 312, 313, 314, 315, 320, 329, 322, 327

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<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	R-L.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: Main Idea, 469, 473, 475, 477, 482, 485, 489, 493, 495, 499, 500, 502, 503, 506, 507, 510, 958, 961 (The reading strategy “Main Idea” is taught in the nonfiction unit.)
<ul style="list-style-type: none"> generating a learning log or journal. 		SE/TE: Journal Entry, 487; Writer’s journal, 91, 161, 269, 361, 467, 533, 619, 675, 743, 807, 911, 997. As students complete each section of the Big Question Chart they can bring closure to each unit. See Applying the Big Question: Think About It, Talk About It, & Write About It, 162–163, 362–363, 534–535, 676–677, 808–809, 998–999.
<ul style="list-style-type: none"> creating an artistic interpretation that connects self to the work. 		SE/TE: Writing Workshop: Short Story, 354–361; Writing: Poem, 599, 635; Dramatic Scene, 109; Personal Anecdote, 131; Personal Narrative, 331; Listening and Speaking: Monologue, 131; Interview, 299; Dramatic Poetry Reading, 599; Research and Technology: Presentation of a Poem, 635; Multimedia Presentation, 735
<ul style="list-style-type: none"> discussing print and non-print expressive works formally and informally. 	R-L.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: Big Question Discussion, 2–3, 163, 176–177, 535, 548–549, 677, 690–691, 809, 822–833, 999; Put Yourself in the Picture, 7, 181, 381, 553, 695, 827; Discuss, 28, 50, 128, 202, 211, 230, 238, 296, 402, 590, 596, 776, 872

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1.03 Interact appropriately in group settings by:		
<ul style="list-style-type: none"> listening attentively. 	SL.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: Group discussion, 363, 809, 999; Discussion, informal, 509; also see: Discuss, 28, 50, 128, 202, 211, 230, 238, 296, 402, 414, 494, 590, 596, 776, 872; Peer Review, 158, 530, 672, 804, 855; Talk About It, 163, 363, 535, 677, 809, 999
<ul style="list-style-type: none"> showing empathy. 		SE/TE: Group Discussion, 363, 809; Put Yourself in the Picture, 7, 181, 381, 553, 695, 827; Big Question Discussion, 2–3, 163, 176–177, 535, 548–549, 677, 690–691, 809, 822–833, 999
<ul style="list-style-type: none"> contributing relevant comments connecting personal experiences to content. 	SL.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: Group discussion, 363, 809, 999; Discussion, informal, 509; also see: Discuss, 28, 50, 128, 202, 211, 230, 238, 296, 402, 414, 494, 590, 596, 776, 872; Peer Review, 158, 530, 672, 804, 855; Talk About It, 163, 363, 535, 677, 809, 999
<ul style="list-style-type: none"> monitoring own understanding of the discussion and seeking clarification as needed. 	SL.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SE/TE: Group discussion, 363, 809, 999; Discussion, informal, 509; also see: Discuss, 28, 50, 128, 202, 211, 230, 238, 296, 402, 414, 494, 590, 596, 776, 872
1.04 Reflect on learning experiences by:		
<ul style="list-style-type: none"> describing personal learning growth and changes in perspective. 		SE/TE: Talk About It, 163, 677, 809, 999; Put Yourself in the Picture, 7, 181, 381, 553, 695, 827
<ul style="list-style-type: none"> identifying changes in self throughout the learning process. 		SE/TE: Applying the Big Question: Think About It, Talk About It, & Write About It, 162–163, 362–363, 534–535, 676–677, 808–809, 998–999

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<ul style="list-style-type: none"> interpreting how personal circumstances and background shape interaction with text. 		SE/TE: Making Connections, 22, 30, 44, 52, 94, 102, 112, 122, 190, 204, 220, 232, 250, 258, 272, 284, 302, 316, 396, 404, 420, 426, 474, 478, 490, 496, 562, 586, 622, 638, 704, 746, 840, 846, 858, 914, 922, 934, 940; also see: Critical Thinking: Discuss, 28, 50, 128, 202, 211, 230, 238, 296, 402, 414, 494, 590, 596, 776, 872; Put Yourself in the Picture, 7, 181, 381, 553, 695, 827
Competency Goal 2 The learner will explore and analyze information from a variety of sources.		
2.01 Explore informational materials that are read, heard, and/or viewed by:		
<ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 		SE/TE: Throughout <i>Prentice Hall Literature</i> side-note questions focusing on key skills accompany each selection. Students monitor comprehension as they answer these questions. See for examples pages: 400, 407, 411, 423, 425, 477, 499, 507. Critical Thinking following each selection provides another opportunity for monitoring comprehension. See for examples pages: 414, 432, 484, 506.

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<ul style="list-style-type: none"> studying the characteristics of informational works. 	R-IT.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: What are fiction/nonfiction? 4–5; What Is Nonfiction? 378–381; Learning About Types of Nonfiction, 380–381; Informational Texts, 66–71, 134–139, 244–249, 334–349, 438–443, 512–515, 602–607, 656–659, 782–787, 878–883, 958–961; Autobiographical Essay, 395, 400, 403, 407, 410, 413, 415; Expository Essay, 419, 425, 430, 431, 433; Comparing Literary Works: Biography and autobiography, 444, 446, 447, 449, 451, 453, 454, 455, 456, 458, 459, 461
<ul style="list-style-type: none"> restating and summarizing information. 	R-IT.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: Critical Thinking questions, 415, 433, 461, 485, 507, 525
<ul style="list-style-type: none"> determining the importance and accuracy of information. 	R-IT.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: Main Idea, 469, 473, 475, 477, 482, 485, 489, 493, 495, 499, 500, 502, 503, 506, 507; also see: Informational Text: Primary sources, locate, 989; Online Sources, 66–68; Resources at Library or Internet, 331; Online Databases, 241; Internet, search, 41, 653, 855, 875, 955; Keyword search, use, 41, 241; 21 st Century Skills, R28–R33
<ul style="list-style-type: none"> making connections between works, self and related topics/information. 		SE/TE: Making Connections, 396, 404, 420, 426, 470, 478, 490, 496

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<ul style="list-style-type: none"> comparing and/or contrasting information. 	R-IT.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: Compare and Contrast, 402, 414, 484, 506; Comparing Literary Works: Biography and Autobiography, 444, 446, 447, 449, 451, 453, 454, 455, 456, 458, 459, 461; Comparing Informational Texts, 71, 139, 249, 341, 443, 515, 607, 659, 787, 883, 961
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	R-IT.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Drawing Conclusions/Infer, 402, 414, 447, 521; Comparing Informational Texts, 71, 139, 249, 341, 443, 515, 607, 659, 787, 883, 961
<ul style="list-style-type: none"> generating questions. 		SE/TE: For related material see: Questions, asking, 271, 419, 561, 857; Questions, prepare/organize, 299; Questions, ask, 166, 435
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:		
<ul style="list-style-type: none"> exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). 	R-IT.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 or issue.	SE/TE: Primary sources, locate, 989; Writing Workshop: Multimedia Report, 906–911; Research Report, 988–997; also see: Informational Text: Online Sources, 66–68; Resources at Library or Internet, 331; Online Databases, 241; Internet, search, 41, 653, 855, 875, 955; Keyword search, use, 41, 241; 21 st Century Skills, R28–R33
W.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.		

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<ul style="list-style-type: none"> distinguishing between primary and secondary sources. 	W.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: Primary Sources and Secondary Sources, 989
<ul style="list-style-type: none"> analyzing the effects of the presentation and/or the accuracy of information. 	R-IT.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 or issue.	SE/TE: Take Notes from a Variety of Sources, 989; Communications Workshop: Evaluating a Persuasive Message, 366; also see: Informational Text: Online Sources, 66–68; Resources at Library or Internet, 331; Online Databases, 241
	W.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.	
Competency Goal 3 The learner will make connections through the use of oral language, written language, and media and technology.		
3.01 Explore argumentative works that are read, heard, and/or viewed by:		
<ul style="list-style-type: none"> monitoring comprehension for understanding what is read, heard, and/or viewed. 		SE/TE: Informational Text: Comparing Informational Texts, 443, 515, 787
<ul style="list-style-type: none"> analyzing the characteristics of argumentative works. 	R-IT.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: Informational Text: Reading Skill, 438, 512, 782; Communications Workshop: Evaluating a Persuasive Message, 366
<ul style="list-style-type: none"> determining the importance of author's word choice and focus. 	R-IT.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: Evaluate author's conclusions, 438–443; Recognize Propaganda, 512–515; Evaluating a Persuasive Message, 366

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<ul style="list-style-type: none"> summarizing the author's purpose and stance. 	R-IT.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: Informational Text: Comparing Informational Texts, 443, 515, 787
<ul style="list-style-type: none"> making connections between works, self and related topics. 		SE/TE: Informational Text: Timed Writing, 443, 515, 787
<ul style="list-style-type: none"> drawing inferences. 	R-IT.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: Informational Text: Comparing Informational Texts, 443, 515, 787
<ul style="list-style-type: none"> responding to public documents (such as but not limited to editorials and school and community policies). 		SE/TE: Informational Text: Comparing Informational Text and Timed Writing, 443, 515, 787
<ul style="list-style-type: none"> distinguishing between fact and opinion. 		SE/TE: Fact/Opinion, 111, 114, 115, 117, 121, 127, 129
3.02 Explore the problem solution process by:		
<ul style="list-style-type: none"> studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. 		SE/TE: For related material see: Student Model: Problem-and-Solution Essay, 618; Informational Text, Persuasive Speech and Editorial, 438–443
<ul style="list-style-type: none"> preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. 		SE/TE: Writing Workshop: Problem–and–Solution Essay, 614–619

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3.03 Study arguments that evaluate through:		
<ul style="list-style-type: none"> exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. 	R-IT.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: Informational Text, Persuasive Speech and Editorial, 438–443; Advertisements, 512–515; Persuasive Article, 782–787
<ul style="list-style-type: none"> preparing individual and/or group essays and presentations that use evaluative techniques 		SE/TE: Writing Workshop: How to Essay, 462–467; Persuasive Essay, 526–533; Problem–and–Solution Essay, 614–619; Comparison–and–Contrast Essay, 668–675; Cause–and–Effect Essay, 800–807; Research Report, 988–997
Competency Goal 4 The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.		
4.01 Determine the purpose of the author or creator by:		
<ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 		SE/TE: Author's purpose, 7, 19, 378, 380, 382, 395, 403, 395, 401, 402, 403, 408, 410, 411, 414, 415, 419, 423, 424, 425, 430, 433, 436, 788, 791, 794, 797; Author's Perspective, 93; also see: Persuasive article, 782–787; Evaluate Author's Conclusions, 438; Author's Influences, 469, 47, 483, 485
<ul style="list-style-type: none"> exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	R-IT.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: Evaluate author's conclusions, 438–443; Recognize Propaganda, 512–515; Evaluating a Persuasive Message, 366; also see: Informational Text: Online Sources, 66–68

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<ul style="list-style-type: none"> identifying and exploring the underlying assumptions of the author/creator. 	R-IT.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	SE/TE: Evaluate author’s conclusions, 438–443; also see: Author’s purpose, 395, 401, 402, 403, 408, 410, 411, 414, 415, 423, 424, 425, 430, 436, 788, 791, 794, 797, 799; Research the Author: Multimedia Presentation, 187
	SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
<ul style="list-style-type: none"> analyzing the effects of author’s craft on the reader/viewer/listener. 	R-L.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Literary Analysis, 21, 39, 43, 61, 93, 107, 111, 129, 189, 215, 219, 239, 271, 297, 301, 329, 395, 415, 419, 433, 469, 485, 489, 507, 561, 581, 585, 597, 621, 633, 637, 651, 705, 733, 745, 777, 839, 853, 857, 873, 913, 929, 933, 953
	R-L.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.	
	R-L.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.	
	R-IT.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	R-IT.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.	

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4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:		
<ul style="list-style-type: none"> using knowledge of language structure and literary or media techniques. 	SL.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: Communications Workshop: Evaluating a Persuasive Message, 366; Identifying Tone, Mood, and Emotion, 812; Evaluate author's conclusions, 438–443; Recognize Propaganda, 512–515; also see: Writing Workshop: Multimedia Report, 906–911; Research the Author: Multimedia Presentation, 187
<ul style="list-style-type: none"> drawing conclusions based on evidence, reasons, or relevant information. 	R-IT.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Conclusions, drawing, 271, 277, 280, 281, 287, 288, 290, 293, 295, 296, 306, 308, 311, 312, 313, 314, 315, 320, 329, 322, 327
<ul style="list-style-type: none"> considering the implications, consequences, or impact of those conclusions. 	R-IT.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Conclusions, drawing, 271, 277, 280, 281, 287, 288, 290, 293, 295, 296, 306, 308, 311, 312, 313, 314, 315, 320, 329, 322, 327
4.03 Recognize and develop a stance of a critic by:		
<ul style="list-style-type: none"> considering alternative points of view or reasons. 	W.9.a. Apply grade 6 Reading standards 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: Students consider alternative interpretations as they compare their written works: Response to Literature: Review, 264–269; Response to drama/review, 779; Write to Compare Literary Works, 85, 153, 263, 353, 461, 525, 613, 667, 799, 905, 987; also see: Point of view, evaluate, 358
	W.9.b. Apply grade 6 Reading standards 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").	

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<ul style="list-style-type: none"> remaining fair-minded and open to other interpretations. 	<p>W.9.a. Apply grade 6 Reading standards 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”).</p>	<p>SE/TE: Students consider alternative interpretations as they compare their written works: Response to Literature: Review, 264–269; Response to drama/review, 779; Write to Compare Literary Works, 85, 153, 263, 353, 461, 525, 613, 667, 799, 905, 987; also see: Point of view, evaluate, 358</p>
	<p>W.9.b. Apply grade 6 Reading standards 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”).</p>	
<ul style="list-style-type: none"> constructing a critical response/review of a work/topic. 	<p>W.9.a. Apply grade 6 Reading standards 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”).</p>	<p>SE/TE: Response to Literature: Review, 264–269; Response to drama/review, 779; also see: Description of character, 299; Writing to Compare Theme, 353; Summary, 735; Writing to Compare Foreshadowing and Flashback, 987; Timed Writing: evaluate author’s argument, 787; Writing to compare biographies and autobiographies, 461; Writing to compare authors’ styles, 525</p>
	<p>W.9.b. Apply grade 6 Reading standards 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”).</p>	
<p>Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.</p>		
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p>		
<ul style="list-style-type: none"> using effective reading strategies to match type of text. 		<p>SE/TE: Reading Skill, 21, 39, 43, 61, 93, 107, 111, 129, 189, 215, 219, 239, 271, 297, 301, 329, 395, 415, 419, 433, 469, 485, 489, 507, 561, 581, 585, 597, 621, 633, 637, 651, 705, 733, 745, 777, 839, 853, 857, 873, 913, 929, 933, 953</p>

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<ul style="list-style-type: none"> reading self-selected literature and other materials of individual interest. 	R-L.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: Independent Reading, 167, 367, 539, 681, 813, 1003
	R-IT.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.	
<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	R-L.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: Independent Reading, 167, 367, 539, 681, 813, 1003; Additionally, Challenge selections for gifted students are included in the Teacher side notes.
	R-IT.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.	
<ul style="list-style-type: none"> discussing literature in teacher-student conferences and small group discussions. 	SL.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: Group discussion, 363, 809, 999; Discussion, informal, 509; also see: Discuss, 28, 50, 128, 202, 211, 230, 238, 296, 402, 414, 494, 590, 596, 776, 872; Peer Review, 158, 530, 672, 804, 855; Talk About It, 163, 363, 535, 677, 809, 999
<ul style="list-style-type: none"> taking an active role in whole class seminars. 	SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE/TE: Group discussion, 363, 809, 999; Discussion, informal, 509; also see: Discuss, 28, 50, 128, 202, 211, 230, 238, 296, 402, 414, 494, 590, 596, 776, 872

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<ul style="list-style-type: none"> discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. 	R-L.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.	SE/TE: Figurative language, 516, 552, 588, 590, 591, 594, 595, 597; Imagery, 553, 554, 608, 627, 633, 660, 857, R16; Metaphor, Simile, 88, 556, 585; Dialogue, 692, 694, 702, 703, 705, 711, 712, 714, 716, 720, 722, 723, 724, 727, 728, 730, 731, 733; Flashback, 156, 962; Flashback, comparing, 965, 966, 972, 973, 974, 977, 979, 980, 982, 983, 984, 985, 986
	R-IT.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
<ul style="list-style-type: none"> interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. 	R-L.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: Plot / conflict, 21, 25, 28, 29, 33, 35, 38, 39, 857; plot/conflict in short stories, 180, 182; Conflict, 219, 222, 224, 226, 228, 229, 235, 236, 239, 356, 694, 703, 835; Theme, 271, 276, 280, 283, 290, 294, 295, 297, 348, 350, 351, 352, 353, 660, 694, 696, 839, 857, 865, 873; Point of view, 6, 43, 46, 51, 54, 57, 61, 356, R18; Characterization, 189, 194, 196, 201, 203, 206, 208, 209, 210, 215; Character, 4, 6, 11, 180, 181, 182, 694, 696, 698, 826, 828, 857; Mood, 380, 386, 392, 489, 495, 500, 502, 504, 506, 507, 613, 812; Tone, 7, 18, 111, 115, 121, 125, 127, 129, 516, 550, 637, 645, 651, 812
	R-L.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.	
	R-L.6. Explain how an author develops the point of view of the narrator or speaker in a text.	
<ul style="list-style-type: none"> investigating examples of distortion and stereotypes. 		SE/TE: Recognize Propaganda, 512-515; Evaluating a Persuasive Message, 366
<ul style="list-style-type: none"> recognizing underlying messages in order to identify theme(s) within and across works. 	R-L.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: Theme, 271, 276, 280, 283, 290, 294, 295, 297, 348, 350, 351, 352, 353, 660, 694, 696, 839, 857, 865, 873; Universal theme, 826, 837, 933, 939, 945, 946, 951, 953

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<ul style="list-style-type: none"> • extending understanding by creating products for different purposes, different audiences and within various contexts. 	<p>W.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.)</p>	<p>SE/TE: Writing Workshop, 86–91, 154–161, 264–269, 354–361, 462–467, 526–533, 614–619, 668–675, 738–743, 800–807, 906–911, 988–997; Communications Workshops, 166, 366, 538, 680, 812, 1008; Integrated Language Activities, 41, 63, 109, 131, 217, 241, 299, 331, 417, 435, 487, 509, 583, 583, 599, 635, 653, 735, 779, 855, 875, 931, 955</p>
	<p>W.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.</p>	
	<p>W.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</p>	
	<p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	
	<p>SL.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	

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<ul style="list-style-type: none"> exploring relationships between and among characters, ideas, concepts and/or experiences. 	R-L.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: Comparing Literary Works, 74, 78, 85, 142, 149, 153, 252, 260, 263, 344, 348, 353, 610, 612, 613, 662, 665, 667, 790, 796, 799, 886, 896, 905, 966, 979, 989; Making Connections, 22, 30, 44, 52, 94, 102, 112, 122, 190, 204, 220, 232, 250, 258, 272, 284, 302, 316, 396, 404, 420, 426, 474, 478, 490, 496, 562, 586, 622, 638, 704, 746, 840, 846, 858, 914, 922, 934, 940; also see: Character, 4, 6, 11, 180, 206, 208, 209, 210, 215, 694, 696, 698, 826, 828, 857, R13; Character traits, 180, 181, 182, 189, 250, R13
	R-IT.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).	
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:		
<ul style="list-style-type: none"> reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). 	R-L.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: Fiction, 24, 32, 46, 54, 96, 104, 114, 124, 142, 149; Short Story, 192, 206, 222, 234, 274, 286, 304, 318, 344; Nonfiction, 398, 406, 422, 428, 438, 472, 480, 492, 498, 518; Poetry, 564, 566, 568, 573, 574, 576, 588, 589, 590, 594, 595, 596, 610, 612, 624, 625, 626, 630, 631, 632, 640, 643, 644, 648, 649, 650; Drama, 697, 708, 790, 748; Folk Literature, 842, 844, 848, 850, 860, 868, 916, 924, 936, 942; Informational Texts, 66–71, 134–139, 244–249, 334–341, 438–443, 512–515, 602–607, 656–659; Independent Reading, 167, 367, 539, 681, 813, 1003
	R-IT.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.	

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<ul style="list-style-type: none"> interpreting what impact genre-specific characteristics have on the meaning of the work. 	<p>R-L.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.</p> <hr/> <p>R-IT.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.</p>	<p>SE/TE: What are fiction/nonfiction? 4–5; Types of fiction, 6–7; What is a short story?, 178–179; Elements of Short Stories, 180–181; What is the oral tradition?, 824–825; Characteristics of Folk literature, 826–827; also see: Folk tale, 837, 839; Legend, 831, 837; Fable, 839, 845, 853; Myth, 864, 865, 868, 871, 872, 873; Fantasy, 884; What is nonfiction?, 376–382; Informational Texts, 66–71, 134–139, 244–249, 334–341, 438–443, 512–515, 602–607, 656–659, 782–787, 878–883, 958–961; Comparing Literary Works: Biography and autobiography, 444, 446, 447, 449, 451, 453, 454, 455, 456, 458, 459, 461; Autobiographical Essay, 395, 400, 403, 407, 410, 413, 415; Expository Essay, 419, 425, 430, 431, 433; Elements of Nonfiction, 378–382, 393; What is Drama?, 692–693; Elements and types of drama, 694–695; What is poetry (tone, rhyme, free verse, meter), 550–551; Poetry, elements, 552–553</p>
<ul style="list-style-type: none"> exploring how the author’s choice and use of a genre shapes the meaning of the literary work. 	<p>R-L.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.</p> <hr/> <p>R-IT.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.</p>	<p>SE/TE: What are fiction/nonfiction?, 4–5; Types of fiction, 6–7; What is a short story?, 178–179; Elements of Short Stories, 180–181; What is nonfiction?, 376–382; What is poetry?, 550–551; Poetry, elements, 552–553; What is Drama?, 692–693; Elements and types of drama, 694–695; What is the oral tradition?, 824–825; Characteristics of Folk literature, 826–827</p>

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<ul style="list-style-type: none"> exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution. 	R-L.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: Plot / conflict, 21, 25, 28, 29, 33, 35, 38, 39, 857; plot/conflict in short stories, 180, 182; Conflict, 219, 222, 224, 226, 228, 229, 235, 236, 239, 356, 694, 703, 835; Characterization, 189, 194, 196, 201, 203, 206, 208, 209, 210, 215; Character, 4, 6, 11, 180, 181, 182, 694, 696, 698, 826, 828, 857; Theme, 271, 276, 280, 283, 290, 294, 295, 297, 348, 350, 351, 352, 353, 660, 694, 696, 839, 857, 865, 873; Setting, 301, 305, 306, 309, 311, 315, 321, 324, 327, 329, 353, 692, 826, 828; Resolution, 21, 219, 226, 356, R19
	R-L.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.	
	R-L.6. Explain how an author develops the point of view of the narrator or speaker in a text.	
Competency Goal 6 The learner will apply conventions of grammar and language usage.		
6.01 Demonstrate an understanding of conventional written and spoken expression by:		
<ul style="list-style-type: none"> using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. 	L.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.*	SE/TE: Sentences, 598, 617, 874, R40; Sentence fragments, correcting, 909; Identify/correct run-on sentences 616; Writer's Toolbox, 531; Test Practice Writing and Learning Conventions, 818-819; also see: Revising: Sentences, 88, 358, 617, 741, 805, 909, 992
<ul style="list-style-type: none"> using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. 		SE/TE: Subject-Verb Agreement, R42; Verbs, 216, 240, 298, 330, 359, 673, 741, 778, 805, R40
<ul style="list-style-type: none"> demonstrating the different roles of the parts of speech in sentence construction. 	L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Grammar, 40, 62, 108, 130, 216, 240, 298, 330, 416, 434, 486, 508, 582, 598, 634, 652, 734, 778, 854, 874, 930, 954; Handbook: R40–R42

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<ul style="list-style-type: none"> using pronouns correctly, including clear antecedents and correct case. 	L.1.a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	SE/TE: Pronouns, 108, 130, 159, R40
	L.1.b. Use intensive pronouns (e.g., myself, ourselves).	
	L.1.c. Recognize and correct inappropriate shifts in pronoun number and person.*	
	L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
<ul style="list-style-type: none"> using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). 		SE/TE: Prepositional Phrases and Appositive Phrases, 734, 805, R40; Clauses, 854, 874, R41
<ul style="list-style-type: none"> determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. 	L.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: Context Clues, 561, 565, 567, 569, 574, 576, 578, 581, 585, 589, 591, 594, 597; Dictionary and Thesaurus, 164–165; Use to verify spelling, 807; Suffixes, 22, 29, 30, 39, 396, 403, 404, 415, 470, 477, 478, 485, 585, 591, 592, 597, 622, 627, 628, 633, 638, 645, 646, 651, 840, 8 45, 846, 853, 914, 921, 922, 929; Prefixes, 44, 51, 52, 61, 190, 203, 204, 215, 220, 231, 232, 239, 420, 425, 426, 433, 746, 777; Roots, 94, 101, 102, 107, 112, 121, 122, 129, 272, 283, 284, 297, 302, 315, 316, 329, 490, 495, 496, 507, 562, 569, 570, 581, 706, 733, 856, 865, 866, 873, 934, 939, 940, 953
	L.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	
	L.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.	
	L.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).	

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<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	L.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: Vocabulary development, 22, 29, 30, 39, 44, 51, 52, 61, 94, 101, 102, 107, 112, 121, 122, 129, 190, 203, 204, 215, 220, 231, 232, 239, 272, 283, 284, 297, 302, 315, 316, 329, 396, 403, 404, 415, 420, 425, 426, 433, 470, 477, 478, 485, 490, 495, 496, 507, 562, 569, 570, 581, 585, 591, 592, 597, 622, 627, 628, 633, 638, 645, 646, 651, 706, 733, 746, 777, 840, 845, 846, 853, 856, 865, 866, 873, 914, 921, 922, 929, 934, 939, 940, 953
<ul style="list-style-type: none"> exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. 		SE/TE: Dialect, 827; also see: Idioms, 1000–1001; Dialogue, 692, 694, 702, 703, 705, 711, 712, 714, 716, 720, 722, 723, 724, 727, 728, 730, 731, 733
<ul style="list-style-type: none"> developing an awareness of language conventions and usage during oral presentations. 	SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SE/TE: Communications Workshop: Problem-Solution Proposal, 538; Delivering a Persuasive Speech, 680; Delivering an Oral Response to Literature, 1002; Identifying Tone, Mood, and Emotion, 812
	SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
6.02 Identify and edit errors in spoken and written English by:		
<ul style="list-style-type: none"> reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. 	L.2.b. Spell correctly.	SE/TE: Spelling, focus on, 361; Irregular plurals, verify spelling, 533; Dictionary, use to verify spelling, 807; Spelling errors, correct, 911; Editing and Proofreading, 467

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North Carolina English Language Arts Standard Course of Study, 2004, Grade 6	The Common Core Standards for English Language Arts, Grade 6	Prentice Hall Literature, 2010, Grade 6
<ul style="list-style-type: none"> applying proofreading symbols when editing. 	L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Writing Workshop: Editing and Proofreading, 91, 161, 269, 361, 467, 533, 619, 675, 743, 807, 911, 997; Proofreading and Preparing Manuscript, R34
<ul style="list-style-type: none"> producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. 	L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Writing Workshop: Publishing, 91, 161, 269, 361, 467, 533, 619, 675, 743, 807, 911, 997
	L.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*	
	W.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.	
<ul style="list-style-type: none"> developing an awareness of errors in everyday speech. 	L.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: Listening and Speaking: Conversation, 63; also see: Book talk/group discussion, 264; Literature discussion day, 269; Group discussion, 363, 509, 635, 875

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**Common Core Standards for English Language Arts, Grades 9-10
Not Represented in the North Carolina
English Language Arts Standards Correlation**

Common Core Standards for English Language Arts, Grade 6	Prentice Hall Literature © 2010 Grade 6
English Language Arts Standards » Writing » Introduction	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	
English Language Arts Standards » Writing » Grade 6	
Text Types and Purposes	
W.1. Write arguments to support claims with clear reasons and relevant evidence.	
W.1.a. Introduce claim(s) and organize the reasons and evidence clearly.	SE/TE: Writing Workshop: Prewriting Strategies, 527; also see: Timed Writing, 249, 443; Persuasive Letter, 435
W.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: Writing Workshop: Prewriting Strategies, 527; Drafting Strategies, 528; also see: Timed Writing, 249, 443; Persuasive Letter, 435
W.1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE/TE: Writing Workshop: Drafting Strategies, 528; Revise to Improve Support, 530; Revise to Strengthen Support, 530; also see: Timed Writing, 249, 443; Persuasive Letter, 435
W.1.d. Establish and maintain a formal style.	SE/TE: Writing Workshop: Persuasive Essay, 526–533
W.1.e. Provide a concluding statement or section that follows from the argument presented.	SE/TE: Writing Workshop: Conclusion, 528, 532; also see: Timed Writing, 249, 443; Persuasive Letter, 435
W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.2.a. Introduce a topic; 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: Writing Workshop: How to Essay, 462–467; Problem–and–Solution Essay, 614–619; Comparison–and–Contrast Essay, 668–675; Cause–and–Effect Essay, 800–807; Research Report, 988–997; also see: Timed Writing: Instructions, 607
W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: Writing Workshop: Prewriting, 614, 615, 669, 801, 989; Drafting, 616, 670, 802, 990
W.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: Transitions, check, 464; Transitions, use, 670, 875; Transitional words, use, 802

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W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: Use Specific Details, 670; Define Technical Terms and Difficult Words, 992
W.2.e. Establish and maintain a formal style.	SE/TE: Writing Workshop: Problem-and-Solution Essay, 614–619; Comparison-and-Contrast Essay, 668–675; Cause-and-Effect Essay, 800–807; Research Report, 988–997
W.2.f. Provide a concluding statement or section that follows from the information or explanation presented.	SE/TE: Writing Workshop: Finish with summary, 464; Model of conclusion, 466, 806; also see: Problem-and-Solution Essay, 614–619; Comparison-and-Contrast Essay, 668–675; Cause-and-Effect Essay, 800–807; Research Report, 988–997
W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.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: Autobiographical Narrative: Strengthen connections, 158; Short Story: Logical connections between events, 358
W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE/TE: Writing Workshop: Choose Vivid Language, 156; Add vivid Details, 158; Use Sensory Details, 356; Vary Your Sentences and Word Choices, 358
W.3.e. Provide a conclusion that follows from the narrated experiences or events.	SE/TE: Autobiographical Narrative: Climax and Resolution, 156, Closing sentence, 160; Short Story: Climax and Resolution, 356, 360
Research to Build and Present Knowledge	
W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SE/TE: Writing Workshop: Multimedia Report, 906–911; Research Report, 988–997; also see: Informational Text: Online Sources, 66–68; Research and Technology: Brochure, 41, Research for poster/chart, 109, Research compare-and-contrast chart, 217, Online Databases, 241, Resources at Library or Internet, 331, Research Project, 417, Informative Presentation, 487, Illustrated Booklet, 583, Annotated Bibliography, 875, Written and Visual Report, 955; Research the Author: Multimedia Presentation, 187

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English Language Arts Standards » Language » Introduction	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	
English Language Arts Standards » Language » Grade 6	
Knowledge of Language	
L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.b. Maintain consistency in style and tone.*	SE/TE: Word choice, 87, 739; Voice, 265; Tone, use appropriate, 907; also see: Writing Workshop, 86–91, 154–161, 264–269, 354–361, 462–467, 526–533, 614–619, 668–675, 738–743, 800–807, 906–911, 988–997
L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.a. Interpret figures of speech (e.g., personification) in context.	SE/TE: Metaphor, Simile, 88, 556, 585; Personification, 552, 585, 826, 833, 913, 919, 925, 927; Imagery, 554, 608, 857; Figurative language, 585, 588, 590, 591, 594, 595, 597; Comparing Literary Works: Imagery, 608, 611, 613; Figurative language, 516, 552, 585, 588, 590, 591, 594, 595, 597; Vocabulary Workshop: Idioms, 1000–1001
L.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: Analogy, 921, 929; Synonyms, 51, 61; Vocabulary Workshop: Idioms, 1000–1001; Cause and effect, consider, 131
L.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	SE/TE: Connotation and Denotation, 678–679