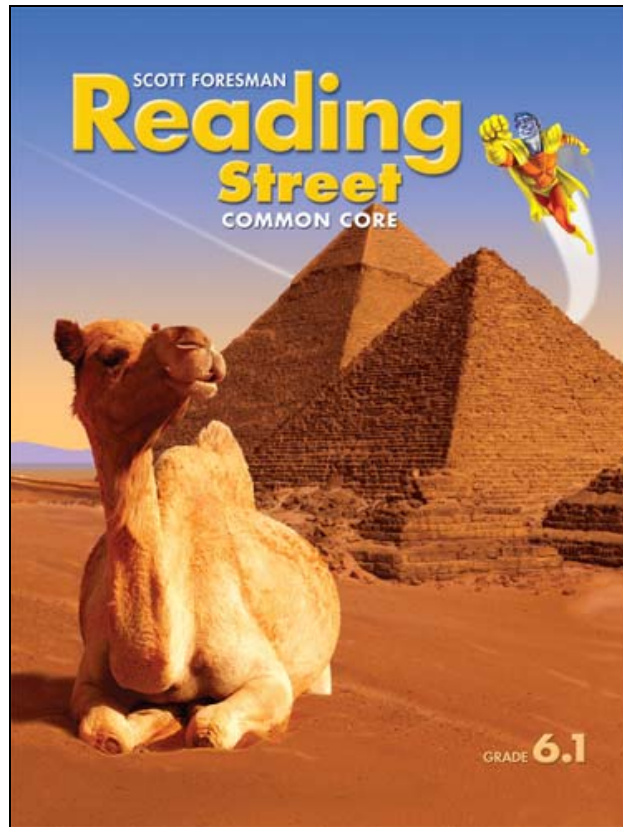


A Correlation of
**Scott Foresman
Reading Street
Common Core**
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To the
**Reading Standards for the
Archdiocese of Detroit
Grade 6**

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Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core, ©2013*** meets the Reading Standards for the Archdiocese of Detroit. Correlation references are to the Teacher's Edition and are cited by grade, unit and page reference. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Scott Foresman Reading Street, Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also led in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of ***Reading Street***—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that aid in this goal is the *Read for Understanding Routine*, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of the ***Scott Foresman Reading Street Common Core Edition***. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within ***Reading Street*** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

Reading Street* instruction for all learners** is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. ***Reading Street follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within ***Scott Foresman Reading Street*** can be used both for enhancing student experiences and preparing them for the future. Research-based technology options enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. Students may proceed at their own pace, working as their schedule allows. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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Literature	
<i>Key Ideas and Details</i>	
R.L.6.1 Read closely to determine what the text says explicitly and to make logical inferences from it.	
R.L.6.1a Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>SE 1: 40, 52–53, 72, 82–83, 100, 140–141, 160, 268–269, 286, 350, 362–363, 440, 450–451, 472</p> <p>SE 2: 112, 132, 206, 242, 256, 292–293, 330, 346, 388–389, 408</p> <p>TE 1: 30–31, 32c, 34–35, 35a, 36–37, 38–39, 39a, 40–41, SG•2–SG•3, SG•4, SG•8, SG•12–SG•13, 51c, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64c, 64–65, 65a, 66–67, 67a, 68–69, 69a, 70–71, 71a, 72–73, SG•18–SG•19, SG•20, SG•25, SG•28–SG•29, SG•30, 81c, 82–83, 88–89, 89a, 90–91, 92–93, 93a, 94c–94d, 94–95, 95a, 96–97, 97a, 98–99, 99a, 100–101, 107h–107i, SG•34–SG•35, 140–141, UR•9, UR•11, UR•12–UR•13, UR•18–UR•19, UR•21, UR•29, UR•31</p> <p>TE 2: 267c, 268–269, 274–275, 275a, 276–277, 278–279, 279a, 280–281, 282c–282d, 282–283, 283a, 284–285, 286–287, 287a, 291a, 293a, 295h, SG•51, SG•52–SG•53, SG•56–SG•57, SG•61, SG•62–SG•63, UR•39, UR•41, UR•42–UR•43</p> <p>TE 3: 331c, 338–339, 339a, 340–341, 341a, 324–343, 343a, 344–345, 345a, 346c, 346–347, 347a, 348–349, 349a, 350–351, 351a, SG•3, SG•4, 361c, 362–363, 421c, 428–429, 430–431, 432–433, 434c–434d, 436–437, 438–439, 439a, 440–441, 441a, SG•60, 449c, 450–451, 456–457, 457a, 458–459, 459a, 461a, 462c, 462–463, 463a, 464–465, 465a, 466–467, 467a, 468–469, 469a, 470–471, 471a, 472–473, 473a, 479h–479i, 479l–479m, 482–483, 483a, SG•66–SG•67, SG•68, SG•72–SG•73, SG•78, UR•8–UR•9, UR•10–UR•11, UR•12, UR•39, UR•41, UR•42, UR•48–UR•49, UR•51, UR•52</p>

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<p align="center">Reading Standards for the Archdiocese of Detroit</p>	<p align="center">Scott Foresman Reading Street Common Core Edition ©2013</p>
<p>(Continued) R.L.6.1a Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>(Continued) TE 4: SG•18, SG•22–SG•23, SG•28, 107a, SG•34, SG•38–SG•39, SG•44, 111c, 112–113, 118–119, 119a, 120–121, 123a, 124–125, 125a, 126c, 126–127, 127a, 128–129, 129a, 130–131, 133a, 141h, SG•51, SG•52, SG•56–SG•57, SG•62, UR•38–UR•39, UR•41, UR•42–UR•43 TE 5: 192–193, 194–195, 200–201, 204–205, 206–207, 207a, SG•2, SG•3, SG•4, SG•7, SG•8, SG•12, SG•13, 236c, 237a, 241c, 242–243, 248–249, 252c, 252–253, 254–255, 256–257, 257a, 263h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•44, SG•45, SG•46, 291c, 292–293, UR•8, UR•9, UR•11, UR•13, UR•29, UR•31, UR•32, UR•33 TE 6: 329c, 330–331, 336–337, 338–339, 339a, 340–341, 342c, 342d, 342–343, 343a, 344–345, 345a, 346–347, 347a, 353h, 353i, 353l, SG•2, SG•3, SG•7, SG•12, SG•13, 387c, 394–395, 395a, 396–397, 397a, 398–399, 399a, 400–401, 401a, 402c, 402d, 403a, 404–405, 406–407, 408–409, 409a, 417h, 417i, 417l, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, UR•9, UR•11, UR•12, UR•13, UR•29, UR•31, UR•42, UR•43</p>

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<p>R.L.6.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas distinct from personal opinions or judgments.</p>	<p>SE 1: 40, 52–53, 72, 82–83, 100, 286, 350, 362–363, 422–423, 440, 444–445, 472 SE 2: 132, 184–185, 206, 256, 260, 330–331, 346, 388–389, 408</p> <p>TE 1: 39a, 40–41, 41a, 49j–49k, 32c–32d, 38–39, 51c, 52–53, 58–59, 59a, 60–61, 61a, 64c, 64d, 64–65, 65a, 68–69, 69a, 70–71, 71a, 72–73, 73a, 79h, 79i, 79j–79k, 79, SG•24–25, SG•30, 81c, 82–83, 92–93, 93a, 94c–94d, 96–97, 97a, 99a, 100–101, 101a, 107j–107k, SG•34–SG•35, SG•41, 170–171, UR•18–UR•19, UR•21, UR•22–UR•23 TE 2: 280–281, 281a, 282d, 284–285, 286–287, 287a, 290c–290d, SG•51, 323j–323k, UR•42 TE 3: 346c–346d, 347a, 350–351, 351a, 354b, 359j–359k, 361c, 362–363, 421c, 422–423, 434c–434d, 440–441, 444c–444d, 444–445, 445a, SG•50, SG•56, SG•57, SG•58, SG•60, 462c–462d, 468–469, 472–473, 473a, 479j–479k, 480–481, 481a, 482–483, 483 TE 4: SG•18, SG•22–SG•23, SG•28, 106c–106d, 106–107, 107a, 109j–109k, SG•42, 126c–126d, 131a, 132–133, 133a, 179a TE 5: 183c, 184–185, 190–191, 191a, 192–193, 193a, 196–197, 197a, 198–199, 200c, 200d, 202–203, 203a, 204–205, 206–207, 207a, 213h, 213j, 213l, SG•14, 239j, 252c, 252d, 254–255, 255a, 257a, 260c, 260–261, 261a, SG•34, SG•39, SG•44, 322–323, UR•8, UR•9, UR•11, UR•12, UR•13, UR•29, UR•31 TE 6: 329c, 330–331, 342c, 342d, 345a, 347a, 353b, 353j, 385j, 387c, 402c, 402d, 406–407, 408–409, 409a, SG•41, 449j, 475j, 476–477, 477a, UR•10, UR•42, UR•43</p>

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<p align="center">Reading Standards for the Archdiocese of Detroit</p>	<p align="center">Scott Foresman Reading Street Common Core Edition ©2013</p>
<p>R.L.6.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TE 1: 28-29, 32-33, 34-35, 35a, 38-39, 60-61, 67a, 68-69, 88-89, 92-93, 94c, 96-97, 99a, 148-149, 150-151 TE 2: 274-275, 276-277, 280-281, 282c TE 3: 338-339, 344-345, 346c, 350-351, 430-431, 431a, 432-433, 456-457, 457a, 462c, 468-469, 469a TE 4: 124-125, 131a TE 5: 194-195, 198-199, 200c, 202-203, 203a, 248-249, 250-251, 251a, 255a TE 6: 342-343, 394-395, 395a, 402-403, 403a, 407a</p>

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<p>R.L.6.4 Describe how a plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.</p>	<p>SE 1: 22–23, 268–269, 286, 330, 392–393, 450–451 SE 2: 184–185, 242–243, 260–261</p> <p>TE 1: 21c, 22–23, 32c–32d, 34, 36, 38–39, 40–41, 41a, 49h, 49l–49m, SG•4, SG•8–SG•9, SG•12–SG•13, SG•14, 51c, 60–61, 62–63, 63a, 64c, 64d, 68–69, 79l–79m, 92–93, 94–95, 95a, 96–97, 97a, SG•36, SG•41, SG•45, SG•46, UR•8, UR•11, UR•18–UR•19, UR•21, UR•22, UR•29, UR•31</p> <p>TE 2: 267c, 268–269, 276–277, 277a, 282c, 284–285, 286–287, 287a, SG•52, SG•56–SG•57, UR•39, UR•42–UR•43</p> <p>TE 3: 331c, 338–339, 339a, 3410–341, 341a, 342–343, 343a, 344–345, 345a, SG•8–SG•9, SG•13, 391c, 392–393, 421c, 429a, 430–431, 431a, 432–433, 434–435, 436–437, 438–439, 444c–444d, 445a, SG•50–SG•51, SG•52, SG•54–SG•55, SG•57, SG•58, SG•60–SG•61, SG•64, 449c, 450–451, 454–455, 455a, 456–457, 457a, 458–459, 459a, 462c–462d, 462–463, 463a, 464–465, 466–467, 468–469, 469a, 470–471, SG•66–SG•67, SG•71, SG•73, SG•76–SG•77, UR•8–UR•9, UR•11, UR•12, UR•39, UR•48–UR•49, UR•51, UR•52</p> <p>TE 4: 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 131a, SG•52, SG•56, SG•60, SG•62, UR•39, UR•43</p> <p>TE 5: 183c, 184–185, 186d, 189a, 190–191, 191a, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 203a, 204–205, 207a, 213h, 213l, SG•3, SG•7, SG•12, 241c, 242–243, 248–249, 250–251, 252c, 253a, 254–255, 255a, 260c, 260–261, 261a, SG•40, UR•9, UR•11, UR•12, UR•23, UR•28, UR•29, UR•31, UR•32</p> <p>TE 6: 338–339, 339a, 340–341, 341a, 342c, 342d, 342–343, 343a, 353b, SG•4, SG•9, 393a, 394–395, 395a, 398–399, 399a, 402–403, 404–405, 405a, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, UR•9, UR•29, UR•31, UR•42, UR•43</p>

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<i>Craft and Structure</i>	
<p>R.L.6.5 Analyze elements and style of narrative genre including, but not limited to: folktales, fantasy, adventure, and action.</p>	<p>TE 1: 26-27, 27a, 32c, 38-39, 56-57, 57a, 58-59, 86-87, 94c, SG38, SG39, SG48, 144-145, 147a TE 2: 269e-269f, 272-273, 273a, 290c-290d, 290-291, 291a, 292-293, 293a TE 3: 336-337, 337a, 426-427, 427a, 433a, 444c-444d, 444-445, 445a, 454-455, 455a TE 4: 106c-106d, 106-107, 107a, 117-117, 117a, 132-133 TE 5: 188-189, 189a, 200c, 236c-236d, 236-237, 237a, 246-247, 247a, 260c-260d, 260-261, 261a TE 6: 334-335, 342c, 392-393, 393a</p>
<p>R.L.6.6 Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.</p>	<p>TE 1: 21c, 22-23, 28-29, 29a, 30-31, 40-41, 51c, 52-53, 57a, 60-61, 62-63, 64-65, 65a, 66-67, 70-71, 71a, 72-73, 87a, 94-95, 95a, 159a, UR8-UR13, UR18-UR20 TE 2: 267c, 268-269, 274-275, 281a, 282c, 284-285 TE 3: 344-345, 345a, 348-349, 360l, 427a, 429a, 449c, 450-451, 454-455, 458-459, 459a, 462c, 462-463, 463a, 467a, 468-469, 469a, 472-473 TE 4: 114d, 118-119, 124-125, 128-129, 130-131, 131a, 141i TE 5: 183c, 184-185, 190-191, 191a, 192-193, 193a, 196-197, 198-199, 199a, 200c, 200-201, 202-203, 203a, 241c, 242-243, 250-251, 252c, 254-255, 255a TE 6: 345a, 354l, 397a, 398-399, 402-403, 407a, 418l</p>

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<p>R.L.6.7 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>SE 1: 54–55, 78, 324</p> <p>TE 1: 24a–24b, 30–31, 31a, 33a, 34–35, 54a–54b, 54c, 54e, 56–57, 57a, 62–63, 63a, 69a, SG•4, SG•14, SG•18, SG•22–SG•23, SG•24–SG•25, SG•28, 84a–84b, 84c–84d, 89a, 90–91, 91a, 94a–94b, 96–97, 97a, 99a, 107h–107i, SG•46, 137h–137i, 142a–142b, 170–171, 171a, 172–173, 173a, UR•30–UR•31</p> <p>TE 2: 270a–270b, 274–275, 275a, 278–279, 279a, 280–281, 282a–282–283, 283a, 291a, 324–325, SG•58, SG•66–SG•67, SG•71, SG•76–SG•77, UR•38–UR•39, UR•40–UR•41</p> <p>TE 3: 338–339, 339a, 346a–346b, 424a–424b, 424c, 428–429, 433d, 434a–434b, 434–435, 435a, 445a, 447h–447i, SG•58, 452a–452b, 480–481, 481a, 483a, SG•66–SG•67, SG•68, UR•8, UR•10–UR•11, UR•12–UR•13, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•53</p> <p>TE 4: 24a–24b, SG•36–SG•37, SG•42, 122–123, 123a, 120–121, 121a, 176–177, 177a, UR•33, UR•40–UR•41, UR•43</p> <p>TE 5: 186e, 195a, SG•4, SG•9, 236c, 236d, 236–237, 237a, SG•26, 244d, 249a, 252a, 261a, 263i, SG•35, SG•36, SG•40, SG•41, SG•42, SG•45, SG•46, 294a, 322–323, UR•10, UR•11, UR•30, UR•31</p> <p>TE 6: 335a, 339a, 340–341, 342a, 342b, 342–343, 343a, 353h, 353i, SG•2, SG•7, SG•12, 390c, 396–397, 397a, 398–399, 399a, 400–401, 402–403, 403a, 406–407, 417h, UR•13, UR•30, UR•31, UR•42, UR•43</p>

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<p>R.L.6.8 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole, as well as contributing to the development of the theme, setting, or plot.</p>	<p>SE 1: 170, 324, 392–393, 480 SE 2: 176, 236, 292–293, 322, 476</p> <p>TE 1: 21c, 28–29, 32–33, 33a, 38–39, 39a, 49h, 49l–49m, SG•2–SG•3, SG•7, SG•8, SG•12–SG•13, 60–61, 61a, 64–65, 65a, 68–69, 69a, 70–71, 71a, 79h–79i, 79l–79m, SG•20, SG•24–SG•25, 88–89, 89a, 94–95, 95a, 170–171, 171a, 173a, SG•35, SG•38, UR•8–UR•9, UR•11, UR•12–UR•13 TE 2: 267c, 270d, 274–275, 275a, 276–277, 277a, 280–281, 282–283, 283a, 284–285, 293a, 295h–295i, SG•61, SG•62–SG•63324–325, 325a, 326–327, TE 3: 340–341, 341a, 342–343, 343a, 344–345, 345a, 346c, 346–347, 347a, SG•3, SG•8–SG•9, SG•13, 391c, 392–393, 427a, 428–429, 429a, 430–431, 431a, 434–435, 438–439, 439a, SG•52, SG•62, 452d, 454–455, 455a, 457a, 458–459, 459a, 460–461, 464–465, 465a, 468–469, 469a, 479h–479i, 480–481, 481a, 482–483, 483a, SG•73 TE 4: SG•37, SG•47, 116–117, 117a, 118–119, 119a, 128–129, 141i, SG•51, SG•57, 176–177, 177a, 178–179, 179a, UR•39, UR•42–UR•43 TE 5: 183c, 186d, 188–189, 189a, 190–191, 191a, 192–193, 193a, 196–197, 199a, 202–203, 205a, 213i, 213l, SG•4, SG•8, SG•9, SG•13, SG•14, 236–237, 237a, 241c, 246–247, 247a, 250–251, SG•45, 291c, 292–293, 322–323, 323a, 324–325, 325a, UR•9, UR•11, UR•13, UR•22, UR•29, UR•32 TE 6: 334–335, 336–337, 337a, 345a, SG•3, SG•8, SG•13, SG•14, 406–407, 407a, 476–477, 477a, 478–479, 479a, UR•12, UR•13, UR•28, UR•29</p>

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<p>R.L.6.9 Analyze how authors use dialogue, imagery, and understatement to develop plot.</p>	<p>TE 1: 21c, 22-23, 28-29, 29a, 30-31, 40-41, 51c, 52-53, 57a, 60-61, 62-63, 64-65, 65a, 66-67, 70-71, 71a, 72-73, 87a, 94-95, 95a, 159a, UR8-UR13, UR18-UR20 TE 2: 267c, 268-269, 274-275, 281a, 282c, 284-285 TE 3: 344-345, 345a, 348-349, 360l, 427a, 429a, 449c, 450-451, 454-455, 458-459, 459a, 462c, 462-463, 463a, 467a, 468-469, 469a, 472-473 TE 4: 114d, 118-119, 124-125, 128-129, 130-131, 131a, 141i TE 5: 183c, 184-185, 190-191, 191a, 192-193, 193a, 196-197, 198-199, 199a, 200c, 200-201, 202-203, 203a, 241c, 242-243, 250-251, 252c, 254-255, 255a TE 6: 345a, 354l, 397a, 398-399, 402-403, 407a, 418l</p>
<p>R.L.6.10 Explain and assess how an author develops the point of view of the narrator or speaker in a text and how point of view or purpose shapes the content and style of a text.</p>	<p>SE 1: 422-423 TE 1: 24d, 26-27, 28-29, 38-39, 39a, 49h-49i, SG•46, UR•21 TE 2: 276-277, 278-279, 279a, SG•66, SG•76, SG•71, UR•41 TE 3: SG•14, 361c, 421c, 422-423 TE 4: SG•51, SG•61 TE 5: 189a, SG•13, SG•36, SG•46, 325a, UR•9 TE 6: SG•2, SG•7, SG•12, 400-401, UR•8, UR•9, UR•11, UR•12</p>
<i>Integration of Knowledge and Ideas</i>	
<p>R.L.6.11 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	
<p>R.L.6.11a Compare and contrast the experience of reading literature versus viewing an audio, video, or live version of the text.</p>	<p>TE 2: 294-295, 295a TE 4: 140-141, 141a</p>
<p>R.L.6.11b Compare and contrast what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>TE 2: 294-295, 295a TE 3: 483a TE 4: 48-49, 49a, 140-141, 141a TE 5: 325a TE 6: 479a</p>

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<p>R.L.6.12 Analyze how two or more texts in different forms or genres address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>TE 1: 32c, 46-47, 47a, 70-71, 76-77, 77a, 98-99, 157a, 166-167, 167a TE 2: 284-285 TE 3: 334-335, 335a, 354-355, 355a, 470-471, 476-477, 477a TE 4: 130-131 TE 5: 204-205, 210-211, 211a, 236-237, 237a, 254-255, 260-261, 261a TE 6: 350-351, 351a, 396-397, 406-407, 414-415, 415a</p>
<p>R.L.6.13 Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.</p>	<p>TE 1: 29a, 35a, 56-57, 64c, 71a, 72-73, 98-99, 100-101, 147a, 160-161 TE 2: 275a, 286-287, 291a TE 3: 331c, 332-333, 339a, 342-343, 343a, 348-349, 350-351, 457a, 470-471, 472-473 TE 4: 119a TE 5: 204-205, 206-207, 249a, 251a TE 6: 337a, 392-393, 394-395, 395a, 402c, 406-407, 408-409</p>
<p>R.L.6.14 State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. friendship, courage, faith).</p>	<p>TE 1: 26-27, 27a, 56-57, 61a, 70-71, 98-99, 144-145, 158-159, 160-161 TE 2: 273a, 283a, 284-285 TE 3: 348-349, 350-351, 426-427, 445a, 470-471 TE 4: 116-117, 130-131 TE 5: 188-189, 204-205, 246-247, 254-255, 256-257 TE 6: 334-335, 346-347, 392-393, 394-395, 395a, 406-407</p>

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<i>Range of Reading and Level of Text Complexity</i>	
<p>R.L.6.15 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.</p>	<p>TE 1: 29a, 30-31, 32-33, 34-35, 35a, 37a, 59a, 61a, 62-63, 65a, 67a, 68-69, 69a, 70-71, 89a, 91a, 92-93, 95a, 97a, 98-99, 147a, 149a, 150-151, 153a, 155a, 157a TE 2: 275a, 277a, 279a, 280-281, 283a, 284-285, 293a TE 3: 339a, 341a, 343a, 346-347, 347a, 348-349, 349a, 429a, 431a, 432-433, 457a, 459a, 460-461, 463a, 467a, 469a TE 4: 118-119, 119a, 120-121, 121a, 123a, 124-125, 127a, 129a TE 5: 191a, 193a, 194-195, 197a, 198-199, 199a, 200-201, 203a, 204-205, 248-249, 249a, 250-251, 253a, TE 6: 337a, 338-339, 340-341, 343a, 344-345, 395a, 396-397, 399a, 400-401, 405a</p>

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Informational Text	
<i>Key Ideas and Details</i>	
R.I.6.1 Read closely to determine what the text says explicitly and make logical inferences from it.	
R.I.6.1a Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>SE 1: 110–111, 128, 178–179, 194, 204–205, 224, 256, 298–299, 316, 320–321, 356, 380, 384, 410, 476–477</p> <p>SE 2: 40, 70, 74–77, 84–85, 102, 166, 232, 280, 314, 376, 380–383, 412–415, 420–421, 440–441, 452–453, 464, 468–473</p> <p>TE 1: 46–47, 47a, 76–77, 77a, 107l–107m, 109c, 110–111, 116–117, 117a, 118–119, 120–121, 122c, 122–123, 124–125, 125a, 126–127, 128–129, 134–135, 135a, SG•50–SG•51, SG•55, SG•60–SG•61, 146–147, 147a, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158–159, 159a, 160–161, 161a, 164b, 164–165, 165a, 169l–169m, SG•66–SG•67, SG•68–SG•69, SG•72–SG•73, SG•76–SG•77, UR•48–UR•49, UR•41, UR•51</p> <p>TE 2: 177c, 178–179, 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c, 190–191, 191a, 192–193, 193a, 194–195, 195a, SG•2–SG•3, SG•7, SG•12, SG•14, 203c, 204–205, 210–211, 211a, 212–213, 213a, 214a, 214c, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 223–224, 224a, 224–225, SG•18–SG•19, SG•20–SG•21, SG•24–SG•25, SG•28–SG•29, SG•30, 225a, 229a, 240–241, 241a, 242–243, 243a, 245a, 250–251, 254–255, 255a, 256–257, 257a, 263a, SG•34–SG•35, SG•39, SG•40–SG•41, SG•44–SG•45, 295l–295m, 295j–295k, 297c, 298–299, 305a, 306–307, 307a, 309a, 312–313, 314–315, 316–317, 317a, 320–321, 321a, SG•68–SG•69, SG•77, SG•78, UR•9, UR•19, UR•22, UR•29, UR•33, UR•49, UR•52</p>

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<p>(Continued) R.I.6.1a Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>(Continued) TE 3: 355a, 357a, 368–369, 370–371, 371a, 372c, 372–373, 374–375, 375a, 376–377, 378–379, 379a, 380–381, 381a, 384–385, 385a, 389h, 389l–389m, SG•19, SG•22–SG•23, SG•28–SG•29, SG•30–SG•31, 399a, 400–401, 401a, 402–403, 404c, 404–405, 406–407, 408–409, 410–411, 411a, SG•34–SG•35, SG•39, SG•40, SG•44–SG•45, SG•46, 447l–447m, 476–477, 477a, 476c–476d, 477a, UR•18–UR•19, UR•21, UR•22, UR•29, UR•31 TE 4: 28–29, 30–31, 32–33, 34–35, 36c, 36–37, 38–39, 40–41, 41a, SG•2–SG•3, SG•4–SG•5, SG•8, SG•12–SG•13, SG•14, 58–59, 59a, 63a, 64c, 68–69, 69a, 70–71, 71a, 74–75, 75a, 77a, 83c, 84–85, 92–93, 93a, 94–95, 95a, 96c, 98–99, 99a, 100–101, 102–103, 103a, 137a, 139a, 141l–141m, SG•59, 158c, 164–165, 165a, 166–167, 167a, 171a, SG•68, SG•76–SG•77, UR•8–UR•9, UR•11, UR•12–UR•13, UR•18–UR•19, UR•21, UR•22, UR•28–UR•29, UR•31, UR•48–UR•49, UR•51, UR•52 TE 5: SG•5, 222–223, 224–225, 227a, 228c, 228–229, 230–231, 232–233, 233a, SG•18, SG•19, SG•23, SG•28, 263l, 272–273, 274–275, 276c, 278–279, 279a, 280–281, 281a, SG•50, SG•51, SG•55, SG•60, SG•61, 298–299, 301a, 302–303, 304–305, 305a, 306c, 306–307, 308–309, 310–311, 312–313, 314–315, SG•66, SG•67, SG•68, SG•71, SG•72, SG•73, SG•76, SG•77, UR•19, UR•21, UR•38, UR•39, UR•41, UR•42, UR•43, UR•49, UR•51</p>

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<p>(Continued) R.I.6.1a Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>(Continued) TE 6: 351a, SG•15, 362–363, 364–365, 365a, 364–365, 365a, 366–367, 367a, 368c, 368d, 370–371, 372–373, 374–375, 376–377, 377a, 380–381, 381a, 383a, 412–413, 413a, 415a, SG•37, SG•47, 419c, 420–421, 426–427, 427a, 428–429, 429a, 430–431, 431a, 432c, 432d, 432–433, 433a, 436–437, 437a, 438–439, 440–441, 441a, 449h, 449i, 449l, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•61, SG•62, 451c, 452–453, 458–459, 461a, 462–463, 464–465, 465a, 468–469, 469a, 473a, 475l, SG•66, SG•71, SG•76, UR•19, UR•21, UR•23, UR•33, UR•39, UR•41, UR•49, UR•51, UR•52, UR•53</p>

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<p>R.I.6.2 Determine central ideas or themes of a text and analyze their development through particular details; summarize the key supporting details and ideas distinct from personal opinions or judgments.</p>	<p>SE 1: 44–47, 76, 110–111, 128, 132–135, 164–167, 178–179, 194, 198–199, 204–205, 224, 256, 298–299, 316, 354, 380, 384–387, 410, 476–477</p> <p>SE 2: 22–23, 40, 70, 102, 166, 168–169, 232, 266–267, 280, 314, 376, 420–421, 440–441, 452–453, 464</p> <p>TE 1: 44c–44d, 44–45, 45a, 46–47, 47a, 76c–76d, 76–77, 104c, 104–105, 105a, 109c, 117a, 118–119, 120–121, 122c–122d, 125a, 126–127, 128–129, 129a, 132c–132d, 132–133, 133a, 134–135, 135a, 137j–137k, SG•50–SG•51, SG•56–SG•57, SG•60–SG•61, 146–147, 150–151, 151a, 152c–152d, 155a, 156–157, 157a, 159a, 164c, 165a, 169j–169k, SG•68–SG•69, SG•71, SG•74–SG•75, SG•76–SG•77, UR•32, UR•39, UR•49</p> <p>TE 2: 177c, 178–179, 182–183, 183a, 184–185, 185a, 189a, 190c–190d, 190–191, 191a, 194–195, 195a, 195c, 198c–198d, 198–199, 199a, 201h, 201j–201k, SG•5, SG•9, SG•10, SG•13, SG•14–SG•15, 203c, 204–205, 206d, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 218–219, 219a, 224–225, 225a, 228c, 229a, 231h, 231j–231k, 231l–231m, SG•18, SG•23, SG•28–SG•29, 246c–246d, 249a, 247a, 256–257, 260c, 260–261, 261a, 265j–265k, SG•34, SG•36, SG•41, SG•44, 297c, 298–299, 306–307, 308–309, 310c–310d, 314–315, 316–317, 317a, 320c–320d, 320–321, 321a, SG•68–SG•69, SG•73, SG•77, SG•78, UR•8–UR•9, UR•11, UR•18–UR•19, UR•22, UR•29, UR•49, UR•51, UR•52</p> <p>TE 3: 354c–354d, 354–355, 355a, 372d–372e, 379a, 380–381, 381a, 384c, 384–385, 385a, 386–387, 389j–389k, SG•20, SG•25, SG•26–SG•27, 404c–404d, 406–407, 407a, 409a, 410–411, 411a, 411c, 414c, 419j–419k, SG•34–SG•35, SG•36, SG•40–SG•41, SG•44–SG•45, 447j–447k, 447l–447m, 476–477, SG•69, SG•79, UR•19</p>

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<p>(Continued) R.I.6.2 Determine central ideas or themes of a text and analyze their development through particular details; summarize the key supporting details and ideas distinct from personal opinions or judgments.</p>	<p>(Continued) TE 4: 21c, 22–23, 30–31, 31a, 34–35, 35a, 36c–36d, 38–39, 39a, 40–41, 41a, 44c–44d, 44–45, 45a, 49j–49k, SG•15, 64c–64d, 66–67, 70–71, 71a, 74b, 74c, 74–75, 77a, 81j–81k, SG•25, SG•30–SG•31, 92–93, 93a, 96c–96d, 100–101, 101a, 102–103, 103a, 103c, SG•36, SG•41, 136c–136d, 136–137, 137a, 138–139, 139a, 141j–141k, 158c–158d, 166–167, 167a, 167c, 173a, 175j–175k, SG•68, SG•73, UR•9, UR•10, UR•12–UR•13, UR•18–UR•19, UR•22, UR•28–UR•29, UR•31, UR•48–UR•49, UR•50, UR•52 TE 5: 210c, 211a, 228c, 228d, 228–229, 231a, 232–233, 233a, 236b, SG•24, SG•25, 263j, 265c, 266–267, 272–273, 273a, 276c, 276d, 276–277, 280–281, 281a, 284b, 284c, 287a, 289h, 289j, SG•50, SG•55, SG•57, SG•60, 298–299, 306c, 306d, 310–311, 314–315, 315a, 318a, 318c, 321j, SG•68, SG•73, UR•38, UR•39, UR•41, UR•42, UR•43, UR•48, UR•49, UR•53 TE 6: 350c, 351a, 368c, 368d, 369a, 374–375, 376–377, 377a, 380c, SG•20, SG•25, SG•30, 412c, 413a, 417j, SG•37, SG•42, 419c, 420–421, 430–431, 432c, 432d, 434–435, 436–437, 437a, 440–441, 441a, 444c, 447a, SG•62, 451c, 452–453, 456–457, 457a, 458–459, 460c, 460d, 460–461, 464–465, 465a, 468c, 469a, 471a, 473a, 475h, 475i, UR•49</p>

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<p>R.I. 6.3 Analyze in detail how and why individuals, events, and ideas are introduced, illustrated, and developed as well as how they interact over the course of a text (e.g., through anecdotes or examples).</p>	<p>SE 1: 128, 164–167, 194, 224 SE 2: 44–47, 84–85, 170–173, 266–267, 318–319</p> <p>TE 1: 44–45, 45a, 76c–76d, SG•20–SG•21, SG•26, SG•28, SG•56–SG•57, 148–149, 149a, 152–153, 153a, 154–155, 155a, 156–157, 158–159, 164c, 164–165, 165a, 166–167, 167a, SG•67, SG•71, SG•76–SG•77, UR•41, UR•42–UR•43 TE 2: 186–187, 187a, 198c–198d, SG•3, SG•7, SG•8, SG•13, SG•14, 210–211, 211a, 214–215, 215a, 216–217, 217a, 218–219, 219a, 222–223, 223a, 228c–228d, SG•18–SG•19, SG•20, SG•24–SG•25, SG•30, 250–251, 251a, SG•46, SG•67, SG•72–SG•73 TE 3: 354c–354d, 359l–359m, SG•2, SG•5, SG•7, 368–369, 369a, 370–371, 371a, 374–375, 375a, 378–379, 379a, SG•18–SG•19, SG•28–SG•29, SG•30, 398–399, 399a, 400–401, 401a, 402–403, 404c, 404–405, 408–409, 409a, 411a, 419h, 419l–419m, SG•46, UR•22, UR•29, UR•31, UR•32–UR•33 TE 4: 28–29, 29a, 32–33, 34–35, 35a, 36–37, 37a, 38–39, 39a, 44–45, 45a, 46–47, 47a, SG•2–SG•3, SG•4, SG•9, SG•12–SG•13, 58–59, 59a, SG•24–SG•25, SG•30–SG•31, 83c, 84–85, 86d, 90–91, 91a, 96c, 98–99, 109h–109i, 109l–109m, SG•35, SG•40–SG•41, SG•45, SG•50, SG•55, SG•60, 152–153, 153a, 162–163, 163a, 170c–170d, 170–171, 171a, 172–173, 173a, SG•66–SG•67, SG•70, SG•77, UR•12, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52 TE 5: 211a, 222–223, SG•19, SG•29, 265c, 266–267, 271a, 274–275, SG•51, SG•56, SG•61, SG•62, SG•63, 304–305, 312–313, 313a, 318c, 318–319, 319a, SG•76, SG•77, SG•78, UR•19, UR•21, UR•39 TE 6: SG•5, 364–365, 365a, 366–367, 367a, 368–369, 369a, SG•18, SG•23, SG•28, SG•51, SG•56, SG•61, 460–461, 461a, 471a, SG•67, SG•72, UR•22, UR•32, UR•33, UR•49</p>

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<p>R.I.6.4 Explain how authors use text features to enhance understanding of central, key and supporting ideas (footnotes, bibliographies, introductions, summaries, conclusions, appendices).</p>	<p>TE 1: 44-45, 164c-164d, 164-165, 165a TE 3: 384-385, 385a TE 4: 44-45, 46-47 TE 6: 347c, 350-351, 421f</p>
<p><i>Craft and Structure</i></p>	
<p>R.I.6.5 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TE 1: 112c–112d, 150–151, SG•74–SG•75, UR•32–UR•33, UR•40–UR•41, UR•50–UR•51 TE 2: 180a–180b, 183a, 186–187, 187a, 188–189, 190a–190b, 192–193, 193a, SG•8, 206b, 211a, 214a–214b, 216–217, 217a, 220–221, 221a, SG•20–SG•21, 236a–236b, 242–243, 243a, 244–245, 246a–246b, 300a–300b, 304–305, 310a–310b, 310–311, 311a, SG•74, UR•10–UR•11, UR•13, UR•20–UR•21, UR•30–UR•31, UR•33, UR•50–UR•51 TE 3: 334a–334b, SG•10, 364a–364b, 364c–364d, 368–369, 369a, 372a–372b, SG•36, 394a–394b, 399a, 404a–404b, 404–405, 405a, SG•74, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33 TE 4: 24e, 27a, 32–33, 33a, 36a–36b, SG•8–SG•9, SG•10, 54a–54b, 54e, 61a, 64a–64b, 75a, SG•20–SG•21, SG•26, 86a–86b, 86e, 96a–96b, 96–97, 97a, 99a, SG•58, 146c–146d, 175h–175i, SG•74, UR•10–UR•11, UR•13, UR•20–UR•21, UR•30–UR•31, UR•50–UR•51 TE 5: SG•10, 218a, 218b, 218e, 223a, 224–225, 225a, 228a, 268a, 277a, 278–279, SG•56, SG•57, SG•58, 300–301, 306–307, SG•74, UR•20, UR•21, UR•40, UR•41, UR•43, UR•49, UR•50, UR•51, UR•52, UR•53 TE 6: 332a, 332b, 332c, 332d, 332e, SG•10, 365a, 368–369, 369a, SG•26, SG•42, 422d, 422e, 426–427, 427a, 428–429, 429a, 432a, 432–433, 449h, 449i, SG•58, 454e, 462–463, 463a, UR•20, UR•21, UR•23, UR•33, UR•40, UR•41, UR•50, UR•51, UR•53</p>

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<p>R.I.6.6 Analyze elements and style of informational genres (research report, how-to articles, essays, etc.).</p>	<p>TE 1: 44c-44d, 44-45, 45a, 46-47, 47a, 76c-76d, 76-77, 77a, 114-115, 115a, 132c-132d, 132-133, 133a, 134-135, 135a, 164c-164d, 164-165, 165a, 166-167, 167a TE 2: 182-183, 183a, 198c-198d, 198-199, 199a, 208-209, 228c-228d, 228-229, 229a, 238-239, 302-303, 320c-320d, 320-321, 321a TE 3: 354c-354d, 354-355, 355a, 356-357, 357a, 366-367, 372c, 384c-384d, 384-385, 385a, 386-387, 387a, 396-397, 404c, 476c-476d, 476-477, 477a TE 4: 26-27, 27a, 44c-44d, 44-45, 45a, 56-57, 74c-74d, 74-75, 75a, 76-77, 77a, 78-79, 79a, 88-89, 148-149 TE 5: 210c-210d, 210-211, 211a, 220-221, 270-271, 296-297, 318c-318d, 318-319, 319a TE 6: 347c, 350c-350d, 350-351, 351a, 360-361, 361a, 380c-380d, 380-381, 381a, 382-383, 383a, 409c, 412c-412d, 412-413, 413a, 414-415, 415a, 424-425, 441c, 456-457, 457a, 468c-468d, 468-469, 469a</p>

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<p>R.I.6.7 Analyze the structure and organizational patterns of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) contribute to the development of the ideas and relate to each other and the whole.</p>	<p>SE 1: 164–167, 234–235 SE 2: 22–23, 52–53, 144–145, 210, 216–217, 356–357, 388–389</p> <p>TE 1: 107l–107m, 109c, 122c, 126–127, 152c–152d, 157a, 158–159, 164–165, 165a</p> <p>TE 2: 184–185, 185a., 198c–198d, 198–199, 199a, SG•3, SG•4, SG•13, 206d, 212–213, 213a, 214–215, 215a, 228c–228d, 228–229, 229a, 231i, SG•30–SG•31, 233c, 234–235, 236d, 240–241, 241a, 242–243, 243a, 246c, 246–247, 247a, 252–253, 253a, 254–255, 255a, 265h–265i, SG•36, 295l–295m, SG•50, SG•55, SG•60, SG•67, SG•72–SG•73, UR•28–UR•29, UR•32, UR•48–UR•49, UR•51</p> <p>TE 3: 356–357, 357a, SG•15, 367a, 369–370, 372c, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, SG•20–SG•21, SG•24–SG•25, SG•30, 396–397, 400–401, 402–403, 404c, 406–407, 407a, SG•35, SG•40–SG•41, SG•45, UR•32–UR•33</p> <p>TE 4: 21c, 26–27, 27a, 28–29, 29a, 36c, 36–37, 37a, 44c–44d, 46–47, 47a, 49h, 49l–49m, 51c, 52–53, 56–57, 57a, 58–59, 59a, 68–69, 74c–74d, 74–75, 75a, 76–77, 77a, 78–79, 79a, SG•19, SG•20–SG•21, SG•29, 83c, 86d, 88–89, 89a, 109h–109i, 109l–109m, SG•35, SG•45, 133c, 143c, 144–145, 160–161, SG•78, UR•22</p> <p>TE 5: 210–211, 211a, 215c, 216–217, 220–221, 221a, 228–229, 229a, 230–231, 233c, SG•20, SG•30, 263l, 274–275, SG•52, SG•62, 302–303, 303a, 308–309, 309a, 321h, 321l, SG•67, SG•68, SG•73, SG•77, UR•49, UR•52</p> <p>TE 6: 347c, 350c, 350d, 350–351, 351a, 355c, 356–357, 360–361, 361a, 381a, SG•20, SG•25, SG•30, 409b, 412c, 412d, 413a, 424–425, 425a, 428–429, 429a, 430–431, 431a, 438–439, 439a, 441c, SG•52, 456–457, 457a, 468c, SG•77</p>

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<p>R.I.6.8 Determine an author’s point of view or purpose in a text and explain how it is conveyed as well as how it shapes the content and style of a text.</p>	<p>SE 1: 132–134, 228–229 SE 2: 52–53, 144–145</p> <p>TE 1: 44–45, 45a, 109c, 112d, 123a, 127a, 132c–132d, 132–133, 132a, 134–135, 135a, SG•53, SG•62, 152–153, 158–159, 167a, UR•41</p> <p>TE 2: 214–215, 215a, 219a, 228–229, 229a, SG•31, 254–255, 255a, 260–261, 261a, 263a, 310c, SG•79, UR•19</p> <p>TE 3: 355a, 359l–359m, 366–367, 372–373, 396–397, 397a, 417a, SG•46, 476c–476d, 476–477, 477a, SG•69, UR•29</p> <p>TE 4: SG•14, 51c, 52–53, 59a, 61a, 62–63, 66–67, 67a, 70–71, 71a, 76–77, 77a, 81h, 81l–81m, SG•19, SG•20–SG•21, SG•29, 86d, 92–93, 93a, 100–101, SG•46, 136–137n, 137a, 143c, 150–151, 151a, 152–153, 154–155, 156–157, 158c, 160–161, 164–165, 165a, 175h, 175l–175m, UR•18–UR•19, UR•21, UR•22, UR•31, UR•48–UR•49, UR•51, UR•52</p> <p>TE 5: SG•5, SG•52, SG•61, SG•62, SG•78, UR•51</p> <p>TE 6: 350c, 358d, 385i, SG•30, 428–429, 430–431, 432–433, 433a, 439a, SG•50, SG•55, SG•60, SG•62, 454d, 458–459, 475i, SG•67, SG•68, SG•72, SG•73, SG•77, SG•78</p>

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<i>Integration of Knowledge and Ideas</i>	
<p>R.I.6.9 Integrate and evaluate information and content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>SE 1: 201, 234–235, 389 SE 2: 49, 239, 356–357</p> <p>TE 1: SG•10, SG•20–SG•21, SG•26, SG•30–SG•31, SG•78–SG•79 TE 2: 182–183, 183a, 192–193, 193a, 200–201, 201a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 214c–214d, 217a, 219a, 220–221, 221a, SG•27, 233c, 234–235, 240–241, 243a, 244–245, 246c, 246–247, 247a, 250–251, 251a, 252–253, 253a, 256–257, 257a, 257c, 260–261, 261a, 265h–265i, 265l–265m, SG•46–SG•47, 297c, 303a, 304–305, 305a, 312–313, 313a, 314–315, 323h, 323l–323m, SG•69, UR•18–UR•19, UR•28–UR•29, UR•31, UR•32, UR•48–UR•49, UR•51, UR•52 TE 3: 354c–354d, 354–355, 355a, 357a, SG•5, SG•11, 371a, 381c, 385a, 386–387, 387a, 388–389, 389a, SG•20–SG•21, SG•26–SG•27, 401a, 411b, 414c–414d, 416–417, 417a TE 4: 26–27, 27a, 31a, 41c, 48–49, 49a, SG•5, SG•10–SG•11, 56–57, 57a, 71c, 81b, SG•26–SG•27, 88–89, 89a, 90–91, 94–95, 95a, 96d, 96–97, 97a, SG•36, SG•46, 133c, SG•53, SG•58–SG•59, SG•63, 148–149, 149a, 150–151, 156–157, 163a, 167c, 170–171, 171a, 175h, SG•69, SG•78, UR•19, UR•31, UR•49 TE 5: 207c, 226–227, 238–239, 239a, 257c, 270–271, 271a, 276c, 276d, 286–287, 287a, SG•53, SG•58, 296–297, 297a, 299a, 304–305, 306c, 306d, UR•39, UR•41 TE 6: 351a, SG•5, 355c, 356–357, 360–361, 361a, 362–363, 363a, 364–365, 366–367, 368c, 368d, 370–371, 372–373, 373a, 374–375, 377c, 380c, 381a, 383a, 385h, 385l, SG•26, 415a, SG•37, 425a, 435a, 438–439, 439a, 441c, 447a, SG•53, SG•58, SG•63, 456–457, 457a, 465c, 468c, 469a, 471a, 473a, SG•77, UR•18, UR•19, UR•21, UR•22, UR•23</p>

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<p>R.I.6.10 Trace and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence to determine those that are supported by evidence and those that are not.</p>	<p>SE 1: 110–111, 128, 132–134 SE 2: 216–217</p> <p>TE 1: 109c, 110–111, 112d, 116–117, 117a, 118–119, 120–121, 124–125, 125a, 128–129, 129a, 132c–132d, 132–133, 133a, 134–135, 135a, 137h, 137i, 137l–137m, SG•52–SG•53, SG•61, SG•62–SG•63, 152c, 152–153, 154–155, 156–157, 157a, 169h, 169l–169m, UR•38–UR•39, UR•41, UR•42, UR•48–UR•49, UR•51, UR•52–UR•53</p> <p>TE 2: 212–213, 213a, 222–223, 248–249, 252–253, SG•50, SG•55, SG•60, 306–307, 307a, 312–313, UR•33</p> <p>TE 3: SG•2, SG•7, SG•18, SG•23, 476–477, 477a</p> <p>TE 4: 60–61, 64c, 64–65, 65a, 68–69, 77a, SG•24–SG•25, SG•30, SG•66–SG•67, SG•72, SG•76–SG•77, UR•18–UR•19, UR•21</p> <p>TE 5: 215c, 216–217, 222–223, 226–227, 232–233, 239h, 239l, UR•18, UR•19, UR•39</p> <p>TE 6: SG•18, SG•23, SG•50, SG•55, SG•60, SG•66, SG•68, SG•73, SG•78</p>
<p>R.I.6.11 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (e.g., a memoir written by and a biography on the same person).</p>	<p>SE 1: 135, 199, 320 SE 2: 173, 318–319</p> <p>TE 2: 190c, 192–193, 199a, 254–255, SG•42, 314–315, 320–321, 321a, SG•74, UR•11, UR•23</p> <p>TE 3: 387a, 408–409</p> <p>TE 4: 38–39, 68–69, 100–101, 164–165</p> <p>TE 5: 211a, 230–231, 278–279, 312–313, 318–319, 319a</p> <p>TE 6: 374–375, 431a, 438–439, 462–463, UR•39</p> <p>Writing to Sources: Unit 1: 20-21, 24-25 Unit 2: 40–41, 44–45, 48–49, 58–59, 60–61, 62–65 Unit 3: 76–77, 80–81 Unit 4: 104-105, 108-109, 120-121, 126–129 Unit 5: 148-149, 158–161 Unit 6: 172–173, 184–185</p>

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<p>R.I.6.12 Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.</p>	<p>TE 1: 45a, 115a, 117a, 128-129 TE 2: 194-195, 203c, 204-205, 211a, 214-215, 215a, 222-223, 224-225, 241a, 256-257, 316-317 TE 3: 378-379, 380-381, 399a, 410-411 TE 4: 29a, 45a, 47a, 59a, 61a, 70-71, 88-89, 94-95, 151a TE 5: 227a, 232-233, 276-277, 277a, 280-281, 299a, 314-315 TE 6: 363a, 376-377, 427a, 440-441, 456-457, 464-465, 471a</p>
<p>R.I.6.13 State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. global trends, change over time).</p>	<p>TE 1: 44-45, 45a, 114-115, 115a, 122c, 134-135, 135a TE 2: 222-223, 254-255, 314-315 TE 3: 366-367, 378-379, 396-397 TE 4: 38-39, 67a, 100-101 TE 5: 278-279, 312-313 TE 6: 374-375, 438-439, 462-463</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>R.I.6.14 Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.</p>	
<p>R.I.6.14a Use reading strategies specific to informational text which focus on using features of the text (ex. headings, bold type, captions, pictures, etc.).</p>	<p>TE 1: 44c-44d, 45a, 46-47, 47a, 76c, 114-115, 116-117, 117a, 118-119, 119a, 120-121, 122c, 164-165, 165a, 166-167, 167a TE 2: 208-209, 209a, 210-211, 212-213, 214c, 217a, 219a, 220-221, 221a, 233c, 234-235, 238-239, 239a, 240-241, 243a, 246c, 250-251, 252-253, 253a, 295c, 296-297, 302-303, 303a, 304-305, 305a, 312-313, 313a, 317c, 320c-320d TE 3: 354c-354d, 354-355, 355a, 356-357, 367a, 369a, 384c-384d TE 4: 26-27, 56-57, 57a, 64c, 69a, 74c-74d, 74-75, 75a, 76-77, 77a, 78-79, 79a, 88-89, 96-97, 148-149, 150-151 TE 5: 270-271, 271a, 272-273, 276c, 281c, 296-297, 297a, 305a, 306c TE 6: 347c, 350c-350d, 350-351, 351a, 355c, 356-357, 360-361, 361a, 362-363, 363a, 368c, 372-373, 373a, 374-375, 380c-380d, 380-381, 409c, 412c-412d, 412-413, 413a, 414-415, 415a, 439a, 441c, 468c-468d, 468-469, 469a, 470-471, 471a, 472-473, 473a</p>

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<p>R.I.6.15 Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex. SQ3R, pattern guides, process of reading guides).</p>	<p>TE 1: 50i, 80i, 138i TE 2: 176i, 202i, 232i, 266i, 296i TE 3: 330i, 360i, 390i, 411c, 420i, 448i TE 4: 20i, 50i, 82i, 110i, 142i TE 5: 182i, 214i, 240i, 290i TE 6: 328i, 386i, 450i</p>

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<p>R.I.6.16 Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the sixth grade text complexity level.</p>	<p>SE 1: 104, 136, 168, 264, 320, 418–419, 476–477 SE 2: 74, 80, 108, 174, 210, 216–217, 238, 284, 288, 380, 384, 412, 444, 448, 468, 474</p> <p>TE 1: 24e, 24–25, 46–47, 47a, 54e, 54–55, 76–77, 77a, 104–105, 105a, SG•47, 112–113, 115a, 116–117, 117a, 118–119, 119a, 120–121, 121a, 122c–122d, 122–123, 123a, 124–125, 125a, 126–127, 127a, 129b, 136–137, 132–133, 133a, 134–135, 135a, 137j–137k, SG•50–SG•51, SG•58–SG•59, 144–145, 145a, 146–147, 147a, 148–149, 149a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158–159, 159a, 161b, 166–167, 167a, 168–169, 169j–169k, SG•66–SG•67, SG•71, SG•76–SG•77, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50–UR•51</p> <p>TE 2: 178–179, 180–181, 183a, 184–185, 185a, 186–187, 187a, 190c–190d, 190–191, 191a, 192–193, 193a, 195b, 199a, 200–201, 201j–201k, 204–205, 206–207, 209a, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 222–223, 223a, 225b, 229a, 230–231, 231j–231k, SG•26–SG•27, 234–235, 239a, 240–241, 241a, 242–243, 243a, 244–245, 245a, 246c–246d, 246–247, 247a, 248–249, 249a, 250–251, 251a, 253–254, 254a, 254–255, 255a, 257b, 263a, 264–265, 265j–265k, 270–271, 295j–295k, 298–299, 300–301, 303a, 304–305, 305a, 306–307, 307a, 308–309, 309a, 310d, 310–311, 311a, 312–313, 313a, 314–315, 315a, 317b, 312a, 322–323, SG•66, SG•77, UR•18–UR•19, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•52–UR•53</p>

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<p>(Continued) R.I.6.16 Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the sixth grade text complexity level.</p>	<p>(Continued) TE 3: 356–357, 357a, 364f, 367a, 370–371, 371a, 372c–372d, 374–375, 375a, 376–377, 377a, 378–379, 379a, 381b, 384–385, 385a, 387a, 388–389, 389j–389k, 394f, 397a, 398–399, 399a, 400–401, 401a, 402–403, 403a, 404c–404d, 404–405, 405c, 406–407, 407a, 408–409, 409a, 411b, 418–419, 419j–419k, SG•34–SG•35, SG•36–SG•37, SG•38–SG•39, SG•42–SG•43, SG•44–SG•45, 447j–447k, 476–477, 477a, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33 TE 4: 21c–21d, 24f, 27a, 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36c–36d, 36–37, 37a, 38–39, 39a, 41b, 46–47, 47a, 48–49, 49j–49k, 51c–51d, 57a, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64c–64d, 64–65, 65a, 66–67, 67a, 68–69, 69a, 71b, 74–75, 75a, 76–77, 77a, 78–79, 79a, 80–81, 81j–81k, 83c, 86f, 88–89, 89a, 90–91, 91a, 92–93, 93a, 94–95, 95a, 96c–96d, 98–99, 99a, 100–101, 101a, 103b, 108–109, 141j–141k, SG•52, SG•54–SG•55, SG•58–SG•59, SG•63, SG•64, 143c, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158c–158d, 160–161, 161a, 162–163, 163a, 164–165, 165a, 167b, 170–171, 171a, 174–175, 175j–175k, SG•66–SG•67, SG•70–SG•71, SG•74–SG•75, SG•76–SG•77, SG•78–SG•79, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•50–UR•51, UR•52–UR•53</p>

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<p>(Continued) R.I.6.16 Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the sixth grade text complexity level.</p>	<p>(Continued) TE 5: SG•5, SG•10, SG•15, 210–211, 211a, 216–217, 218–219, 220–221, 221a, 222–223, 223a, 224–225, 225a, 226–227, 227a, 228c, 228d, 228–229, 229a, 230–231, 231a, 233b, 238–239, SG•20, SG•30, 244–245, 263j, 266–267, 268–269, 270–271, 271a, 272–273, 273a, 274–275, 275a, 276c, 276d, 276–277, 277a, 278–279, 279a, 281b, 284–285, 285a, 286–287, 287a, 288–289, 289j, 296–297, 297a, 298–299, 299a, 300–301, 301a, 302–303, 303a, 304–305, 305a, 306c, 306d, 306–307, 307a, 308–309, 309a, 310–311, 312–313, 313a, 315b, 320–321, 321j, SG•69, SG•74, SG•79, UR•18, UR•19, UR•20, UR•21, UR•38, UR•39, UR•40, UR•41, UR•42, UR•43, UR•48, UR•49, UR•50, UR•51, UR•52, UR•53 TE 6: 332–333, 351a, 356–357, 358–359, 361a, 362–363, 363a, 364–365, 365a, 366–367, 367a, 368c, 368d, 370–371, 371a, 372–373, 373a, 374–375, 375a, 377b, 380–381, 381a, 382–383, 383a, 384–385, 385a, SG•20, SG•21, SG•25, SG•26, SG•30, SG•31, 412–413, 413a, 415a, 420–421, 422–423, 424–425, 425a, 426–427, 427a, 428–429, 429a, 430–431, 431a, 432c, 432d, 432–433, 433a, 441b, 444–445, 447a, 448–449, SG•50, SG•55, SG•60, 452–453, 454–455, 457a, 458–459, 459a, 460c, 460d, 460–461, 461a, 462–463, 463a, 465b, 468–469, 469a, 471a, 473a, 474–475, SG•66, SG•69, SG•71, SG•74, SG•76, SG•79, UR•19, UR•21, UR•23, UR•33, UR•38, UR•39, UR•41, UR•48, UR•49, UR•51, UR•52, UR•53</p>

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Writing	
Text Types and Purposes	
W.6.1 Formulate research questions using multiple resources and perspectives that allow students to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.	TE 1: 23b, 53b, 83b, 111b, 141b TE 2: 179b, 205b, 235b, 269b, 299b TE 3: 333b, 363b, 393b, 423b, 451b TE 4: 23b, 53b, 85b, 113b, 145b TE 5: 185b, 217b, 243b, 267b, 293b TE 6: 331b, 357b, 389b, 421b, 453b, WP•2, WP•3, WP•4, WP•5
W.6.2 Write persuasive pieces (an opinion statement) or arguments to support claims with clear reasons and relevant evidence.	
W.6.2a Introduce claims and organize the reasons and evidence clearly and in detail.	SE 1: 196 SE 2: 234–235, 466–467 TE 2: 179e–179f, 189d, 196–197, 197a, 197b–197c, 201d–201e, 299e–299f, 309e, 318–319, 319a, 319b, 323d TE 3: SG•70, SG•75, SG•80 TE 4: 81a TE 5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 227e, 234–235, 235a, 235b, 235c, 239d, 321a, WP•2, WP•3, WP•5, WP•6, WP•8 TE 6: SG•22, SG•27, SG•32, 453e, 453f, 459d, 466–467, 475d Writing to Sources: Unit 2: 42–43, 46–47, 48–49, 50–51, 54–55, 58–59, 62–65, 66–67 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 154–155, 158–161, 162–163

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<p>W.6.2b Support claims to the audience with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text.</p>	<p>SE 1: 130–131 SE 2: 208–209, 234–235</p> <p>TE 1: 121d–121e, 130–131, 131a, 131b, SG•54–SG•55, SG•58–SG•59, SG•64 TE 2: 196–197, 197a, 197b–197c, 201d–201e, SG•54–SG•55, SG•59, SG•64299e–299f, 309e, 318–319, 319a, 323b TE 3: SG•70, SG•75, SG•80 TE 4: 81a TE 5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 217f, 227e, 234–235, 235a, 235b, 239d, 321a, WP•5, WP•6, WP•8 TE 6: SG•22, SG•27, SG•32, 453e, 453f, 459d, 475d</p> <p>Writing to Sources: Unit 2: 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 62–65, 66–67, 202–203 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163</p>
<p>W.6.2c Use words, phrases, and clauses to clarify the relationships among claims and reasons.</p>	<p>SE 2: 234–235, 466–467</p> <p>TE 2: 197b–197c, 299e–299f, 309e, 318–319, 319a, 319b TE 3: SG•38, SG•43, SG•48 TE 4: 81a TE 5: 185e, 185f, 209a, 209b, 213d, 217e, 234–235, 235a, 235b, 321a, WP•6, WP•7, WP•8 TE 6: SG•22, SG•27, SG•32, 453e, 459d, 459e, 466–467, 475d, 475p</p> <p>Writing to Sources: Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55, 58–59, 66–67 Unit 5: 138–139, 142–143, 144–145, 146–147, 154–155, 162–163</p>

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W.6.2d Establish and maintain a formal style.	<p>SE 1: 196–197, 318–319 SE 2: 234–235, 466–467</p> <p>TE 3: SG•38, SG•43, SG•48 TE 5: 217e, 217f, 227e, 234–235, 235a, 235b, 239d, WP•5, WP•8 TE 6: 453e, 453f, 466–467, 475d, SG•22, SG•27, SG•32</p> <p>Writing to Sources: Unit 2: 56–57, 58–59, 66–67 Unit 5: 148–149, 154–155, 162–163</p>
W.6.2e Provide a concluding statement or section that flows from the argument presented.	<p>SE 1: 130–131 SE 2: 208–209, 234–235</p> <p>TE 1: 121d–121e, 130–131, 131a TE 2: 201d, 299f TE 3: SG•75 TE 4: 81e TE 5: 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 234–235, 235a, 235b, 321a, WP•8 TE 6: SG•22, SG•27, SG•32, 453e, 475d</p> <p>Writing to Sources: Unit 2: 58–59 Unit 5: 134–135, 136–137, 148–149, 150–151, 154–155</p>
W.6.3 Write a personal experience essays for an authentic audience that includes organizational patterns that support key ideas.	<p>TE 1: 23e-23f, 31d-31e, 42-43, 43a, 43b-43c, 49d-49e, 49p-49q, 141e-141f, 151d-151e, 162-163, 163a, 163b-163c, 169d-169e, 169p-169q, WP•1–WP•10 TE 3: 393e-393f, 403d-403e, 412-413, 413a, 413b-413c, 419d-419e, 419p-419q, 451e-451f, 461d-461e, 474-475, 475a, 475b-475c, 479d-479e, 479p-479q</p>

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W.6.4 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.6.4a 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 aid comprehension.	<p>SE 1: 130–131 SE 2: 168–169, 282–283, 316–317, 378–379, 442–443</p> <p>TE 1: 121d–121e, 130–131, 131b TE 2: WP•2–WP•3, WP•8–WP•9 TE 3: 333e–333f, 345d–345e, 352–353, 353a, 353b–353c, 371d–371e, 382–383, 383a, 383b, 441c, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8 TE 4: SG•6–SG•7, SG•11, SG•16, 85e–85f, 104–105, 105a, 105b, 145e–145f, 168–169, 169a TE 5: 199d, 209a, 209b, 213b, 213d, SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 267e, 267f, 282–283, 283a, 283b, SG•54, SG•59, SG•64, 293e, 305d, 316–317, 317a, 317b, 321d, SG•70, SG•75, SG•80 TE 6: 357e, 357f, 367d, 367e, 379a, 379b, SG•38, SG•43, SG•48, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, SG•70, SG•75, SG•80, WP•2, WP•3, WP•4, WP•5, WP•6, WP•8, WP•9</p> <p>Writing to Sources: Unit 3: 70–71, 74–75, 78–79, 86–87, 90–91, 94–97, 98–99 Unit 6: 166–167, 168–169, 170–171, 174–175, 176–177, 178–179, 180–181, 182–183, 186–187, 190–193, 194–195</p>

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<p>W.6.4b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information examples.</p>	<p>SE 1: 352–353, 382–383 SE 2: 104–105, 168–169, 282–283, 316–317, 442–443</p> <p>TE 1: 111e–111f TE 2: SG•6, SG•11, SG•16, WP•4–WP•5, WP•6 TE 3: 333e–333f, 345d–345e, 351d, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, SG•6, SG•11, SG•16, 363e–363f, 371d–371e, 382–383, 383a, 383b, 441c, WP•4–WP•5 TE 4: SG•22, SG•27, SG•32, 95d–95e, 104–105, 105a, 105b, 145e–145f, 168–169, 169a, 169b–169c, SG•70, SG•74, SG•80 TE 5: 235a, 235b, SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 267e, 267f, 275e, 282–283, 283a, 283b, SG•54, SG•59, SG•64, 316–317, 317a, 317b TE 6: 378–379, 379a, 379b, 389e, 389f, 401d, 401e, 411a, 411b, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, SG•54, SG•59, SG•64, SG•70, SG•75, SG•80, WP•4, WP•5, WP•6, WP7, WP•8</p> <p>Writing to Sources: Unit 3: 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99 Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p>
<p>W.6.4c Convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>TE 1: 111e–111f, 121d–121e, 130–131, 131a, 131b–131c, 137d–137e, 137p–137q TE 2: WP•1–WP•10 TE 3: 333e–333f, 345d–345e, 352–353, 353a, 353b–353c, 359d–350e, 359p–359q, WP•1–WP•10 TE 4: 145e–145f, 157d–157e, 168–169, 169a, 169b–169c, 175d–175e, 175p–175q, TE 5: 293e–293f, 305d–305e, 316–317, 317a, 317b–317c, 321d–321e, 321p–321q TE 6: 421e–421f, 431d–431e, 442–443, 443a, 443b–443c, 449d–449e, 449p–449q, WP•1–WP•10</p>

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<p>W.6.4d Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>SE 2: 234–235, 466–467</p> <p>TE 1: 47a TE 2: WP•5, WP•6–WP•7, WP•8 TE 3: 359p–359q, 382–383, 383a, 383b, WP•2, WP•5, WP•6–WP•7, WP•8 TE 4: 105a, 105b TE 5: 234–235, 235a, 293e, SG•28, 317a TE 6: 417d, SG•38, SG•43, SG•48, 443a, 466–467, WP•6</p> <p>Writing to Sources: Unit 3: 74–75, 76–77, 78–79, 82–83, 90–91, 98–99 Unit 6: 172–173, 174–175, 186–187</p>
<p>W.6.4e Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>TE 1: SG•38–SG•39, SG•43, SG•48 TE 2: SG•6, SG•16, WP•7, WP•8 TE 3: 345d–345e, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, 382–383, 383a, 383b, WP•5, WP•7, WP•8 TE 4: 85e–85f, 95d–95e, 105a, 105b–105c, 109d–109e, SG•54, SG•64, SG•70, SG•74, SG•80 TE 5: 275d, 283a, 283b, 289d, SG•54, SG•59, SG•64, 317a, 321d, SG•70, SG•75, SG•80 TE 6: 411a, 411b, 417d, 443a, SG•70, SG•75, SG•80, WP•6, WP•8</p> <p>Writing to Sources: Unit 3: 70–71, 78–79, 84–85, 86–87, 88–89, 90–91, 98–99 Unit 6: 166–167, 170–171, 172–173, 178–179, 180–181, 182–183, 184–185, 186–187, 194–195</p>

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W.6.4f Establish and maintain a formal style.	<p>SE 1: 130–131, 352–353, 382–383 SE 2: 168–169, 282–283, 316–317, 442–443</p> <p>TE 1: 130–131, 131a TE 2: WP•8–WP•9 TE 3: WP•8 TE 4: SG•54, SG•59, SG•64, 168–169, 169a TE 5: SG•38, SG•43, SG•48, SG•54, SG•59, SG•64, 321d, SG•70, SG•75, SG•80 TE 6: 389e, 389f, 411b, WP•8</p> <p>Writing to Sources: Unit 3: 90–91, 98–99 Unit 6: 186–187</p>
W.6.4g Provide a concluding statement or section that flows from the information or explanation presented.	<p>SE 2: 316–317</p> <p>TE 1: 111e–111f TE 2: WP•4–WP•5, WP•6, WP•8 TE 3: 389d, WP•2, WP•10 TE 5: SG•22, SG•27, SG•32, 317a</p> <p>Writing to Sources: Unit 3: 90–91 Unit 6: 186–187</p>

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<p>W.6.5 Write narrative pieces (ex. short story, tall tale, folk tale, fantasy) that develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p>	
<p>W.6.5a Build foundation for the audience by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>SE 1: 42–43, 162–163, 412–413, 474–475 SE 2: 42–43, 72–73, 134–135, 258–259</p> <p>TE 1: 23e–23f, 31d–31e, 42–43, 43a, 141e–141f, 162–163, 163a, WP•2–WP•3, WP•4–WP•5, WP•8 TE 2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 269e–269f, 289a, 289b, 295d–295e, 295p–295q TE 3: 393e–393f, 403d–403e, 412–413, 413a, 413b, 423e–423f, 433d–433e, 442–443, 443a, 443b–443c, SG•54, SG•58, SG•64 451e–451f, 461d–461e, 474–475, 475a, 475b–475c TE 4: 23e, 35d–35e, 42–43, 43a, 53e–53f, 63d–63e, 72–73, 73a, 73b, 81d–81e, SG•38, SG•43, SG•48, 113e–113f, 125d–125e, 134–135, 135a, 135b, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 5: SG•6, SG•11, SG•16, 243e, 251d, 251e, 259a, 259b TE 6: 341d, 341e, 349a, 349b, SG•6, SG•11, SG•16, 443a</p> <p>Writing to Sources: Unit 1: 10–11, 14–15, 18–19, 22–23, 26–27, 30–33, 34–35 Unit 4: 102–103, 122–123, 126–129, 130–131</p>

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<p>W.6.5b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or major and minor characters, internal/external conflict, and address issues of plot, theme, and imagery.</p>	<p>SE 1: 42–43, 162–163, 288–289, 442–443, 474–475 SE 2: 104–105, 134–135, 258–259, 348–349</p> <p>TE 1: 43–43, 43a, 43b–43c, 49d, 93d–93e, 141e–141f, 162–163, 163a, WP•4–WP•5, WP•8 TE 2: 205e–205f, 213d–213e, 227b–227c, 231d–213e, 269e–269f, 288–289, 289a, 289b, 295d–295e, 295p–295q, SG•70, SG•75, SG•80 TE 3: 393e–393f, 413a, 413b, 419d–419e, 423e–423f, 433e, 442–443, 443a, 443b, 447d–447e, 474–475, 475a, 475b–475c TE 4: 63d–63e, 72–73, 73a, 73b, 95d–95e, 104–105, 105a, 105b, SG•38, SG•43, SG•48, 113e–113f, 134–135, 135a, 135b, 141d–141e, WP•5, WP•6–WP•7, WP•8–WP•9 TE 5: SG•6, SG•11, SG•16, 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 259c, 263d TE 6: 341d, 341e, 348–349, 349a, 349b</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 18–19, 20–21, 26–27, 30–33, 34–35 Unit 4: 102–103, 122–123, 126–129, 130–131</p>
<p>W.6.5c Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>SE 2: 72–73</p> <p>TE 1: 43a, WP•5 TE 2: 213d–231e, 295d–295e, 295p–295q TE 3: 403e, 413a, 413b, 443b, SG•54, 475a, 475b–475c TE 4: 63d–63e, 73a, 73b, 81d–81e, WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>Writing to Sources: Unit 1: 6–7, 14–15, 18–19, 22–23, 26–27 Unit 4: 122–123</p>

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<p>W.6.5d Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p>	<p>SE 1: 42–43, 102–103, 288–289, 474–475 SE 2: 42–43, 72–73, 258–259</p> <p>TE 1: 23e–23f, 43a, 43b–43c, 49d, 83e–83f, 93d–93e, 102–103, 103a, 103b, 107d, 141e–141f, 173a, SG•70, SG•74–SG•75, SG•80, WP•4, WP•6–WP•7, WP•8 TE 2: 205e–205f, 226–227, 227a, 231d–231e, 259a, 265d–265e, SG•38, SG•43, SG•48, 281d–281e, 289a, 289b–289c, 295d–295e, 295p–295q, SG•70, SG•75, SG•80 TE 3: 382–383, 383a, 383b–383c, 389d–389e, SG•22, SG•26, SG•32, 413a, 413b, 419d–419e, 433d–433e, 443a, 443b, 447d–447e, SG•58, SG•64, 451e–451f, 461d–461e, 474–475, 476d, 475b–475c, 475d–475e, 483a TE 4: 23e–23f, 35d, 42–43, 43a, 43b, 49d–49e, 63d–63e, 72–73, 73a, 73b, 85e–85f, 95d–95e, 104–105, 105a, 105b–105c, 109d–109e, 135a, 135b, 141d–141e, WP•5, WP•6–WP•7, WP•8–WP•9 TE 5: SG•6, SG•11, SG•16, 243e, 251e, 258–259, 259a, 259b, 263d TE 6: 349a, 349b, 353d, SG•6, SG•11, SG•16</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 20–21, 22–23, 24–25, 26–27, 28–29, 30–33, 34–35 Unit 4: 122–123, 124–125, 130–131</p>
<p>W.6.5e Provide a conclusion that flows from the narrated experience or events.</p>	<p>SE 2: 72–73</p> <p>TE 1: WP•8 TE 2: 205e–205f, 227b–227c, 231d–231e, SG•38–SG•39, SG•43, SG•48, 289a TE 3: 389d, 413a, 413b, 423e, 443b, 475a, 475b–475c TE 4: 63d–63e, 72–73, 73a, 73b, 135a, 135b, WP•5, WP•8–WP•9 TE 5: 251e, 259a, 259b</p> <p>Writing to Sources: Unit 1: 26–27 Unit 4: 122–123</p>

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<p>W.6.6 Write descriptive pieces with a clear detailed picture of a person, place, thing, or event.</p>	<p>TE 3: 363e-363f, 371d-371e, 382-383, 383a, 383b-383c, 389d-389e, 389p-389q TE 4: 85e-85f, 95d-95e, 104-105, 105a, 105b-105c, 109d-109e, 109p-109q</p>
<p>W.6.7 Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.</p>	<p>Scott Foresman Reading Street prepares students for writing personal reflections. TE 1: 23e-23f, 31d-31e, 42-43, 43a, 43b-43c, 49d-49e, 49p-49q, 141e-141f, 151d-151e, 162-163, 163a, 163b-163c, 169d-169e, 169p-169q, WP•1–WP•10 TE 3: 393e-393f, 403d-403e, 412-413, 413a, 413b-413c, 419d-419e, 419p-419q, 451e-451f, 461d-461e, 474-475, 475a, 475b-475c, 479d-479e, 479p-479q</p>

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Production and Distribution of Writing	
<p>W.6.8 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE 1: 74–75, 102–103, 162–163, 196–197, 226–227, 258–259, 318–319, 352–353, 382–383, 442–443, 474–475</p> <p>SE 2: 42–43, 72–73, 134–135, 168–169, 208–209, 234–235, 348–349, 378–379, 410–411, 466–467</p> <p>TE 1: 53e–53f, 63d–63e, 74–75, 75a, 75b, 83e–83f, 93d–93e, 102–103, 103a, 103b, 107p–107q, SG•48, 111e–111f, 137d–137e, 137p–137q, 151d–151e, 162–163, 163a, 163b, 169d–169e, SG•62–SG•63, SG•64, SG•78–SG•79, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p>TE 2: 189d–189e, 197a, 197b, 201d–201e, 213d–213e, 226–227, 227a, SG•31, 235e–235f, 245d–245e, 258–259, 259a, 259b–259c, 265p–265q, SG•47, SG•48, 281d–281e, 288–289, 289a, SG•63, 309d–309e, 318–319, 319a, 323d–323e, 323p–323q, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p>TE 3: 333e–333f, 345d–345e, 351d, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, SG•15, 371d–371e, 382–383, 389d–389e, 389p–389q, 403d–403e, 412–413, 413a, 419d–419e, 419p–419q, SG•44, SG•48, 433d–433e, 442–443, 443a, 443b–443c, 447p–447q, SG•60, SG•63, SG•64, 474–475, 475a, 475b–475c, 479p–479q, UR•15, UR•25, UR•35, UR•45, UR•54, WP•10</p> <p>TE 4: 35d–35e, 42–43, 43a, 43b, 49p–49q, SG•16, 63d–63e, 72–73, 73a, 73b–73c, 81p–81q, 109d–109e, 109p–109q, 125d–125e, 134–135, 135a, 135b–135c, 141p–141q, 157d–157e, 168–169, 169a, 175d–175e, 175p–175q, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p>TE 5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 227e, 233c, 234–235, 235a, 235b, 239d, 239p, 251d, 251e, 259b, 263d, 263p, 267e, 267f, 289p, 305d, 317b, 321p, UR•15, UR•25, UR•35, UR•45, UR•55</p>

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<p>(Continued) W.6.8 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>(Continued) TE 6: 331e, 331f, 341d, 341e, 348–349, 349a, 349b, 353d, 353e, 378–379, 379a, 385p, 389e, 389f, 401d, 401e, 410–411, 411a, 411b, 417p, 431d, 431e, 449d, 449e, 449p, 449q, 459d, 459e, 466–467, 467b, 475d, 475e, 475p, 475q, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p>Writing to Sources: Unit 1: 8-9, 12-13, 16-17, 20-21, 26-27, 30-33, 34-35, 198–199, 210–211, 220–221 Unit 2: 40-41, 44-45, 48-49, 52-53, 58-59, 62-65, 66-67, 202–203, 222–223 Unit 3: 72-73, 76-77, 80-81, 84-85, 94-97, 98-99, 204–205, 216–217, 224–225 Unit 4: 104-105, 108-109, 112-113, 116-117, 122-123, 126-127, 130-131, 200–201, 212–213, 214–215 Unit 5: 136-137, 140-141, 144-145, 148-149, 154-155, 158-161, 162-163, 206–207, 218–219, 226–227 Unit 6: 168-169, 172-173, 176-177, 180-181, 190-193, 194-195, 208–209</p>
<p>W.6.9 Exhibit individual style to enhance the written message (in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).</p>	<p>TE 1: 42-43, 43a, 43b-43c, 49d-49e, 74-75, 75a, 75b-75c, 121d-121e, 130-131, 131a, 131b-131c, 137d-137e, 162-163, 163a, 169d-169e, WP•6 TE 2: 226-227, 227a, 227b-227c, 231d-231e, 288-289, 289a, 295d-295e, TE 3: 382-383, 383a, 383b-383c, 389d-389e, 442-443, 443a, 443b-443c, 447d-447e, WP•6 TE 4: 42-43, 43a, 43b-43c, 49d-49e, 72-73, 73a, 73b-73c, 81d-81e, 113e-113f, 125d-125e, 134-135, 135a, 135b-135c, 141d-141e, 168-169, 169a, 169b-169c, 175d-175e, WP•4, WP•5, WP•6, WP•8 TE 5: 258-259, 259a, 259b-259c, 263d-263e, 282-283, 283a, 283b-283c, 289d-289e, 316-317, 317a, 317b-317c, 321d-321e TE 6: 348-349, 349a, 349b-349c, 353d-353e, WP•6</p>

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<p>W.6.10 With guidance and support from peers and adults, as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>TE 1: 41d, 49b, 49d–49e, 49p–49q, 63d–63e, 74–75, 75a, 75b, 79d–79e, 79p–79q, 101d, 102–103, 103a, 103b, 107d–107e, 129d, 137d–137e, 151d–151e, 163b, 169d–169e, 169p–169q, WP•2–WP•3, WP•4–WP•5, WP•7, WP•8–WP•9, WP•10 TE 2: 189d–189e, 201d–201e, 201p–201o, 245d–245e, 259a, 259b–259c, 265d–265e, 265p–265q, 295p–295q, 323d–323e, 323p–323q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 3: 351d, 359p–359q, 371d–371e, 389d–389e, 403d–403e, 419d–419e, 443d–443e, 441c, 447d–447e, 447p–447q, 461d–461e, 479d–479e, 479p–479q, SG•78–SG•79, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 4: 35d–35e, 49d–49e, 95d–95e, 109d–109e, 125d–125e, 141d–141e, 157d–157e, 175d–175e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 TE 5: 199d, 227d, 227e, 239d, 239e, 239p, 251d, 251e, 263d, 263e, 275d, 275e, 289d, 289e, 305d, 305e, 321d, 321e, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9 TE 6: 341d, 341e, 353d, 353e, 367d, 367e, 385d, 385e, 401d, 401e, 417d, 417e, 431d, 431e, 449d, 449e, 459d, 459e, WP•2, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p>Writing to Sources: Unit 1: 30–33, 34–35, 198–199, 210–211, 220–221 Unit 2: 62–65, 66–67, 202–203, 222–223 Unit 3: 94–97, 98–99, 204–205, 216–217, 224–225 Unit 4: 124–129, 130–131, 200–201, 212–213, 214–215 Unit 5: 158–161, 162–163, 206–207, 218–219, 226–227 Unit 6: 190–193, 194–195, 208–209</p>
<p>W.6.11 Edit writing using proofreaders' checklists both individually and in peer editing groups.</p>	<p>TE 1: WP•8, WP•9 TE 2: WP•8, WP•9 TE 3: WP•8, WP•9 TE 4: WP•8, WP•9 TE 5: WP•8, WP•9 TE 6: WP•8, WP•9</p>

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<p>W.6.12 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.</p>	<p>SE 1: 104–105, 260–263, 414–417 SE 2: 136–139</p> <p>TE 1: 31b, 49b, 63b, 79b, 93b, 104c–104d, 104–105, 107b, 121b, 137b, 151b, 161d, 169b TE 2: 189b, 225d, 245b, 257d, 260c–260d, 260–261, 261a, 262–263, 263a, 281b, 295b, 309b, 317d, 323b, WP•10 TE 3: 345b, 351d, 371b, 403b, 411d, 414–415, 415a, 416–417, 433b, 441d, 447b, 461b, WP•10 TE 4: 35b, 49b, 63b, 71c, 95b, 125b, 133d, 136c–136d, 136–137, 137a, 138–139, 139a, 141b, 157b, 167d–167e, WP•9, WP•10 TE 5: 199b, 213b, 227b, 233c, 251b, 263b, 275b, 284c, 284d, 289b, 305b, WP•9, WP•10 TE 6: 341b, 347d, 353b, 367b, 385b, 401b, 417b, 431b, 444c, 445a, 447a, 449b, 449p, 449q, 459b, 475b, WP•8, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35, 198–199 Unit 2: 66–67, 202–203, 222–223 Unit 3: 98–99, 216–217, 224–225 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>

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Research to Build and Present Knowledge	
<p>W.6.13 Apply a variety of pre-writing strategies for both narrative and informational text.</p>	<p>TE 1: 31d-31e, 63d-63e, 93d-93e, 121d-121e, 151d-151e, WP•4 TE 2: 213d-213e, 245d-245e, 281d-281e, WP•4 TE 3: 345d-345e, 371d-371e, 403d-403e, 433d-433e, 461d-461e, WP•4 TE 4: 35d-35e, 63d-63e, 95d-95e, 125d-125e, 157d-157e, WP•4 TE 5: 251d-251e, 275d-275e, 305d-305e TE 6: 341d-341e, 367d-367e, 401d-401e, 431d-431e, WP•4</p>
<p>W.6.14 Summarize, take notes on key points, and ask clarifying questions pertaining to a research topic.</p>	<p>TE 1: 31b, 63b, 93b, 121b, 151b TE 2: 189b, 213b, 245b, 281b, 309b TE 3: 345b, 371b, 403b, 433b, 461b, 473c TE 4: 35b, 63b, 95b, 125b, 157b TE 5: 199b, 227b, 251b, 275b, 305b TE 6: 341b, 367b, 401b, 431b, 459b, WP•3, WP•4, WP•5, WP•6</p>

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<p>W.6.15 Conduct both short and sustained research projects based on focused questions, drawing on several sources while demonstrating understanding of the subject under investigation; refocus the inquiry when appropriate.</p>	<p>TE 1: 23b, 31b, 41d, 49b, 53a–53b, 63b, 73d, 79b, 83a–83b, 93b, 101d, 107b, 111b, 121b, 129d, 137b, 141b, 151b, 161d, 169b, SG•44–SG•45, SG•60–SG•61, SG•76–SG•77, SG•78–SG•79</p> <p>TE 2: 179b, 189b, 195d, 201b, 201n, SG•12–SG•13, SG•14–SG•15, 205b, 213b, 225d, 231b, SG•28–SG•29, SG•30–SG•31, 235b, 245b, 257d, 265b, 265n, SG•44–SG•45, 269b, 281b, 287d, 295b, 299b, 309b, 317d, 323b, SG•76–SG•77</p> <p>TE 3: 333b, 345b, 351d, 359b, SG•12–SG•13, 363b, 371b, 389b, SG•28–SG•29, SG•30–SG•31, 393b, 403b, 411d, 419b, 423b, 433b, 441d, 447b, SG•46–SG•47, SG•62–SG•63, 451a, 461b, 473c, 473d, 479b</p> <p>TE 4: 23b, 35b, 41d, 49b, SG•12–SG•13, SG•14–SG•15, 53b, 63b, 71d, 81b, SG•30–SG•31, 85b, 95b, 103d, 109b, SG•46–SG•47, 113b, 125b, 133d, 141b, SG•60–SG•61, SG•62–SG•63, 145b, 167d, 175b, SG•76–SG•77, SG•78–SG•79</p> <p>TE 5: 185b, 199b, 207d, 213b, SG•12, SG•13, SG•14, SG•15, 217b, 227b, 233d, 239b, SG•28, SG•30, SG•31, 243b, 251b, 257d, 263b, SG•44, SG•46, SG•47, 267b, 275b, 281d, 289b, SG•60, SG•62, SG•63, 293b, 305b, 315d, 321b, SG•76, SG•78, SG•79</p> <p>TE 6: 331b, 341b, 347d, 353b, SG•12, SG•13, SG•14, SG•15, 357b, 367b, 377d, 385b, SG•28, SG•29, SG•30, SG•31, 389a, 401b, 409c, 417b, SG•44, SG•45, SG•46, SG•47, 421b, 431b, 441d, 449b, SG•60, SG•61, SG•62, SG•63, 459b, 465d, 475b, SG•76, SG•77, SG•78, SG•79, WP•2, WP•3</p> <p>Writing to Sources: Unit 1: 20-21, 24-25 Unit 2: 40–41, 44–45, 48–49, 58–59, 60–61, 62–65, 222-223 Unit 3: 76–77, 80–81 Unit 4: 104-105, 108-109, 120-121, 126–129 Unit 5: 148-149, 158–161 Unit 6: 172–173, 184–185</p>

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<p>W.6.16 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>SE 2: 136–139, 284–287, 444–447</p> <p>TE 1: 31b, 41b, 63b, 93b, 101d, SG•44–SG•45, 121b, 151b, 161c, 161d, 169b, SG•60–SG•61</p> <p>TE 2: 180c, 189b, SG•12–SG•13, 213b, SG•28–SG•29, SG•44–SG•45, 281b, 295b, SG•60, SG•61, 309b, 323b, SG•76–SG•77, SG•78–SG•79</p> <p>TE 3: 345b, 351d, SG•12–SG•13, 371b, 371d–371e, 383a, 403b, SG•28–SG•29, SG•32, SG•44–SG•45, 443b, SG•60–SG•61, 461b, 473c, SG•76–SG•77</p> <p>TE 4: 35b, SG•12–SG•13, 63b, 71d, 81b, SG•28–SG•29, 95b, 103c, SG•44–SG•45, 125b, 133d, 136c–136d, 136–137, 137a, 138–139, 139a, SG•60–SG•61, SG•76–SG•77</p> <p>TE 5: 199b, 213b, 227b, 239b, SG•29, 251b, 257d, SG•45, 275b, 284d, 284–285, 285a, 287a, SG•61, 305b, 315c, SG•77, WP•6</p> <p>TE 6: 341b, 347d, 353b, SG•13, 357e, 357f, 367b, 379a, 379b, 385b, SG•29, 401b, SG•45, 431b, 441d, 444–445, 445a, 446–447, 447a, SG•61, 459b, SG•77, WP•6</p> <p>Writing to Sources:</p> <p>Unit 1: 20-21, 24-25, 28–29</p> <p>Unit 2: 40–41, 44–45, 48–49, 58–59, 60–61, 62-65, 222–223</p> <p>Unit 3: 76–77, 80–81, 92–93</p> <p>Unit 4: 104-105, 108-109, 120-121, 124–125, 126-129</p> <p>Unit 5: 148-149, 156–157, 158-161</p> <p>Unit 6: 172–173, 184–185, 188–189</p>

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<p>W.6.17 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE 1: 40, 44–47, 72, 74–75, 76–77, 100, 128, 160, 194, 198–199, 224, 256, 286, 316, 350, 380, 410, 440, 472 SE 2: 44–45, 70, 102, 132, 166, 206, 256, 280, 314, 346, 408, 440–441, 464</p> <p>TE 1: 40–41, 41a, 46–47, 47a, 72–73, 73a, 74–75, 75a, 76–77, 77a, 100–101, 101a, 101d, 128–129, 129a, 130–131, 131a, 134–135, 135a, 160–161, 161a, SG•46–SG•47, SG•62–SG•63 TE 2: 194–195, 195a, 195d, 198–199, 199a, SG•14, 224–225, 225a, 225d, 229a, SG•22–SG•23, SG•27, SG•32, 256–257, 257a, 286–287, 287a, 287d, 292–293, 293a, 316–317, 317a TE 3: 350–351, 351a, 356–357, 357a, SG•14–SG•15, 371b, 380–381, 410–411, 411a, 411d, 440–441, 441a, 441d, 447b, 472–473, 473a, 476–477, 477a, WP•4–WP•5, WP•6–WP•7 TE 4: 40–41, 41b, 46–47, 47a, SG•6–SG•7, SG•11, SG•16, 70–71, 71a, 78–79, 79a, 81a, SG•22–SG•23, SG•27, SG•32, 102–103, 103a, 103d, 132–133, 133a, 166–167, 167a, 173a TE 5: 199d, 206–207, 207a, 208–209, 209a, 209b, 213d, 233a, 233d, 237a, 251b, 256–257, 257a, 280–281, 281a, 281d, 314–315, 315a, 321a TE 6: 346–347, 347a, 351a, 357e, 357f, 367d, 367e, 377a, 379a, 379b, 383a, 408–409, 409a, 415a, 440–441, 441a, 464–465, 465a</p> <p>Writing to Sources: Unit 1: 28-29, 30-33, 198-199, 210-211, 220-221 Unit 2: 60-61, 62-65, 202-203, 222-223 Unit 3: 92-93, 94-97, 204-205 Unit 4: 124-125, 126-129, 200-201, 212-213, 214-215 Unit 5: 140-141, 156-157, 158-161, 206-207, 218-219, 226-227 Unit 6: 188-189, 190-193, 208-209</p>

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<p>Range of Writing</p> <p>W.6.18 Build endurance by writing over extended time frames for a range of tasks, purposes, and audiences (time for research, reflection, and revision).</p>	<p>TE 1: 23e–23f, 31d–31e, 40–41, 42–43, 43a, 49d–49e, 49p–49q, 53e–53f, 63e, 79d–79e, 103b–103c, 107d–107e, 137e, 169d–169e, WP•2–WP•3, WP•8–WP•9</p> <p>TE 2: 179f, 189d–189e, 197b–197c, 201d–201e, 201p–201q, 213d–213e, 227b–227c, 229a, 231d–231e, 231p–231q, 235e–235f, 245d–245e, 259b–259c, 264d–265e, 265p–265q, 281d–281e, 295b, 295d–295e, 295p–295q, 309e, 319b–319c, 323b, 323d–323e, 323p–323q, WP•2–WP•3, WP•8–WP•9</p> <p>TE 3: 333e–333f, 345d–345e, 353b–353c, 359d–359e, 359p–359q, 363e–363f, 371d–371e, 383b–383c, 389d–389e, 389p–389q, 393e–393f, 403d–403e, 413b–413c, 419d–419e, 419p–419q, 423e–423f, 433d–433e, 443b–443c, 447d–447e, 447p–447q, 451e–451f, 461d–461e, 475b–475c, 479d–479e, 479p–479q, WP•2–WP•3, WP•8–WP•9, WP•10</p> <p>TE 4: 23e–23f, 35d–35e, 43b–43c, 49d–49e, 49p–49q, 53e–53f, 63d–63e, 73b–73c, 81d–81e, 81p–81q, 85e–85f, 95d–95e, 105b–105c, 109d–109e, 109p–109q, 113e–113f, 125d–125e, 134–135, 135a, 135b–135c, 141d–141e, 141p–141q, 175d–175e, 175p–175q, WP•2–WP•3</p> <p>TE 5: 199e, 213e, SG•6, SG•11, 227d, 227e, 235b, 235c, 239b, 239d, 239e, 239p, 239q, 243e, 243f, 251d, 251e, 259b, 259c, 263d, 263e, 263p, 263q, SG•38, SG•43, SG•48, 267e, 267f, 275d, 275e, 283c, 289e, 289q, SG•54, SG•59, SG•64, 293f, 305e, 317c, 319a, 321e, 321q, WP•2, WP•3, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p>TE 6: 331f, 341e, 349c, 353b, 353e, 353q, 357f, 367e, 379c, 385e, 385q, 389f, 401e, 411c, 417e, 417p, 421f, 431e, 443c, 449e, 449q, 459e, 475e, 475q, 479a, WP•2, WP•3</p>

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<p>(Continued) W.6.18 Build endurance by writing over extended time frames for a range of tasks, purposes, and audiences (time for research, reflection, and revision).</p>	<p>(Continued) Writing to Sources: Unit 1: 30–33 Unit 2: 62–65, 202–203 Unit 3: 94–97, 204–205, 216–217, 224–225 Unit 4: 126–129 Unit 5: 158–161 Unit 6: 190–193</p>
<p>Handwriting</p>	
<p>W.6.19 Use cursive writing to write legibly across all content areas.</p>	<p>TE 1: 23d, 53d, 83d, 111d, 141d TE 2: 179d, 205d, 235d, 269d, 299d TE 3: 333d, 363d, 393d, 423d, 451d TE 4: 23d, 53d, 85d, 113d, 145d TE 5: 185d, 217d, 243d, 267d, 293d TE 6: 331d, 357d, 389d, 421d, 453e</p> <p>Students apply cursive skills in all writing activities and exercises.</p>

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Speaking and Listening	
Comprehension and Collaboration	
S.L.6.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
S.L.6.1a 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 1: 49, 79, 137, 169, 201, 231, 359 SE 2: 49, 109, 213, 239, 263, 289, 353, 385, 449, 475 TE 1: 136–137, 168–169 TE 2: 200–201, 201a, 230–231, 231a, 265a TE 3: 358–359, 359a, SG•66, SG•70 TE 4: 49a TE 5: 212–213, 213a, 238–239, 239a, 262–263, 263a TE 6: 352–353, 353a, 384–385, 385a, 448–449, 449a, 475a
S.L.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE 1: 137, 169, 201, 230, 323, 478 SE 2: 213, 239, 353, 385, 449 TE 1: SG•6–SG•7 TE 2: 230–231, 231a, 265a, 322–323, SG•66, SG•71, SG•76 TE 3: 389b, 478–479 TE 4: 49a TE 5: WP•8 TE 6: 353a Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195

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<p>S.L.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>SE 1: 20–21, 50–51, 79, 80–81, 137, 138–139, 169, 176–177, 202–203, 231, 232–233, 266–267, 296–297, 323, 330–331, 360–361, 390–391, 420–421, 448–449 SE 2: 20, 50–51, 82–83, 110–111, 142–143, 182–183, 213, 214–215, 240–241, 264–265, 290–291, 328–329, 354–355, 386–387, 418–419, 450–451, 475</p> <p>TE 1: SG•2–SG•3, SG•8, SG•12–SG•13, SG•23, SG•29, SG•34–SG•35, SG•38–SG•39, SG•45, 107n–107o, SG•50–SG•51, SG•55, SG•61, 169a, SG•66–SG•67, SG•70–SG•71, SG•76–SG•77 TE 2: 176–177, 201a, 202–203, SG•2–SG•3, SG•6, 230–231, 231a, 231n, 232–233, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, 265a, 265n, 266–267, SG•34–SG•35, SG•38–SG•39, SG•44–SG•45, 295n, 296–297, SG•50–SG•51, SG•54–SG•55, SG•60–SG•61, SG•66–SG•67, SG•70–SG•71, SG•77 TE 3: SG•2–SG•3, SG•7, SG•12–SG•13, 330–331, 360–361, 389n, 390–391, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, SG•34–SG•35, SG•38–SG•39, SG•44–SG•45, 447n, 448–449, SG•50–SG•51, SG•56, SG•60–SG•61, 479n, SG•66–SG•67, SG•71, SG•76–SG•77 TE 4: 20–21, 49n, 50–51, SG•2–SG•3, SG•7, SG•12–SG•13, 81n, 82–83, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, 109n, SG•34–SG•35, SG•39, SG•44–SG•45, 141n, 142–143, SG•50–SG•51, SG•55, SG•60–SG•61, 175n, SG•66–SG•67, SG•71, SG•76–SG•77 TE 5: 182–183, 212–213, 213a, 213n, 214–215, SG•2, SG•7, SG•12, 239n, 240–241, SG•18, SG•23, SG•28, 263n, SG•34, SG•39, SG•44, 289n, 290–291, SG•50, SG•55, SG•60, 321n, SG•66, SG•71, SG•76 TE 6: SG•2, SG•7, SG•12, 328–329, 354–355, 385n, 386–387, SG•18, SG•23, SG•28, 417n, 418–419, SG•34, SG•39, SG•44, 449n, SG•50, SG•55, SG•60, 474–475, 475a, 475n, SG•66, SG•71, SG•76</p>

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<p>(Continued) S.L.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>(Continued) Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 66–67 Unit 3: 90–91, 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
<p>S.L.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SE 1: 108–109 SE 2: 449</p> <p>TE 1: 265a TE 2: 108–109 TE 3: SG•75 TE 4: 49a, 49n, 81n, SG•22–SG•23, SG•27, SG•32, 109n, 141n, 175n, SG•51, SG•61 TE 5: 213n, 239n, 263n, 289n, 321n TE 6: 353a, 353n, SG•6, SG•11, SG•16, 385n, 417n, 449n, 475n</p> <p>Writing to Sources: Unit 3: 98–99</p>
<p>S.L.6.2 Integrate, interpret, and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; explain how it contributes to a topic, text, or issue under study.</p>	<p>SE 1: 298–299 SE 2: 304, 439</p> <p>TE 1: 129c TE 2: 201a, 225c, SG•22, SG•27, SG•32 TE 3: 359n, SG•6, SG•10–SG•11, SG•16, 389a, 389n, 419a, 419n, 447n, 479n TE 4: 49a, 81n, SG•22, SG•27, SG•32, 109n, 141n, 175n, SG•70, SG•75, SG•80 TE 5: 213n, 239a, SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 289n, SG•54, SG•59, SG•64, 321n, SG•70, SG•75, SG•80 TE 6: 385a, 385n, SG•22, SG•27, SG•32, 417n, SG•38, SG•43, SG•48, 449n, SG•54, SG•59, SG•64, 475n, SG•70, SG•75, SG•80</p> <p>Writing to Sources: Unit 6: 194–195</p>

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<p>S.L.6.3 Identify a speaker’s affective communications (tone of voice) to the non-verbal message communication (eye contact, posture, gestures).</p>	<p>TE 1: 48-49, 79a, 101b TE 2: 295a, 322-323 TE 3: 446-447, 479a, 479n, SG54, SG59, SG64 TE 4: 141a, W4 TE 5: 184-185, 207b, 262-263 TE 6: 352-353, 416-417</p>
<p>S.L.6.4 Evaluate a speaker’s point of view, use of evidence and rhetoric, arguments, and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE 1: 265 SE 2: 81, 109, 239</p> <p>TE 2: SG•54–SG•55, SG•59, SG•64 TE 3: SG•38–SG•39, SG•43, SG•48, SG•70–SG•71 TE 4: 80–81, 81a, 108–109, 109a TE 5: 239a, 321a, WP•10 TE 6: 353a</p> <p>Writing to Sources: Unit 2: 66–67 Unit 5: 154–155, 162–163</p>
<p>S.L.6.5 Identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>	<p>TE 1: 106-107, 107a TE 2: 200-201, 201a, 299e-299f TE 4: 108-109, 109a</p>
<p>S.L.6.6 Analyze, discuss, engage in and promote appropriate listening, viewing, and speaking habits that are in line with Catholic teachings.</p>	<p>TE 1: 48-49, 49a, 49n, 78-79, 79a, 79n, 106-107, 107a, 107n, 136-137, 137a, 137n, 168-169, 169a, 169n TE 2: 200-201, 201a, 201n, 230-231, 231a, 231n, 264-265, 265a, 265n, 294-295, 295a, 295n, 322-323, 323a, 323n TE 3: 358-359, 359a, 359n, 388-389, 389a, 389n, 418-419, 419a, 419n, 446-447, 447a, 447n, 478-479, 479a, 479n TE 4: 48-49, 49a, 49n, 80-81, 81a, 81n, 108-109, 109a, 109n, 140-141, 141a, 141n, 174-175, 175a, 175n TE 5: 212-213, 213a, 213n, 238-239, 239a, 239n, 262-263, 263a, 263n, 288-289, 289a, 289n, 319-320, 321a, 321n TE 6: 352-353, 353a, 353n, 384-385, 385a, 385n, 416-417, 417a, 417n, 448-449, 449a, 449n, 474-475, 475a, 475n</p>

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Presentation of Knowledge and Ideas	
<p>S.L.6.7 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>SE 1: 49, 169, 359, 418, 447, 479 SE 2: 48, 109, 174, 262, 288, 321, 417</p> <p>TE 1: 49n, SG•6–SG•7, SG•11, SG•16, 49a, 79n, 106–107, 107a, 107n, SG•24, SG•26–SG•27, SG•48, 137a, 137n, SG•54, SG•59, SG•64, 169n, SG•80 TE 2: 201n, SG•16, 231b, 231n, SG•32, 265n, SG•38–SG•39, SG•43, SG•48, 295n, SG•54–SG•55, SG•59, SG•64, 323a, 323n TE 3: 358–359, 359a, 359n, SG•6–SG•7, SG•11, SG•16, 389n, SG•22, SG•26, SG•32, 418–419, 419a, 419n, SG•38, SG•43, SG•48, 447a, 447n, SG•50, SG•59, SG•60, SG•64, 479b, 479n, SG•70, SG•80 TE 4: 48–49, 49a, 49n, SG•6–SG•7, SG•11, SG•16, 81a, 81n, 108–109, 109a, 109n, SG•32, SG•48, 141n, SG•64, 175a, 175n, SG•80 TE 5: 213n, SG•16, 239a, 239n, SG•32, 262–263, 263a, 263n, SG•48, 288–289, 289a, 289n, SG•64, 320–321, 321a, 321n, SG•80 TE 6: 353a, 353n, 385n, 417a, 417n, 449a, 449n, SG•54, SG•59, SG•64, 475n</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163</p>
<p>S.L.6.8 Present information in such a way that listeners can follow the line of reasoning and that organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>TE 1: 49n, 79n, 106-107, 107a, 107n, 137n, 168-169, 169a, 169n TE 2: 201n, 231n, 265n, 295n, 322-323, 323a, 323n TE 3: 358-359, 359a, 359n, 389n, 418-419, 419a, 419n, 447n, 479n TE 4: 49n, 80-81, 81a, 81n, 108-109, 109a, 109n, 141n, 174-175, 175a, 175n TE 5: 213n, 238-239, 239a, 239n, 263n, 288-289, 289a, 289n, 319-320, 321a, 321n TE 6: 352-353, 353a, 353n, 384-385, 385a, 385n, 416-417, 417a, 417n, 448-449, 449a, 449n, 475n</p>

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<p>S.L.6.9 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>TE 1: 49n, 79n, 106-107, 107a, 107n, 137n TE 2: 201n, 265n, 323q, 388-389, 389a, TE 3: 359n, 389n, 418-419, 419a, 419n, 447n, 479n TE 4: 49n, 81n, 109n, 141n, 175n TE 5: 213n, 238-239, 239a, 262-263, 263a, 263n, 289n, 321n TE 6: 353n, 384-385, 385a, 385n, 416-417, 417a, 417n, 449n, 475n</p>
<p>S.L.6.10 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>SE 1: 49, 107, 137, 201, 295, 323, 359, 419, 447 SE 2: 81, 109, 141, 175, 289, 321, 417, 449</p> <p>TE 1: 48-49, 49n, 79n, SG•22-SG•23, SG•26-SG•27, SG•32, SG•38-SG•39, SG•43, SG•48, SG•70, SG•76, SG•80 TE 2: 201n, 294-295, 295a, 322-323, 323a, SG•6, SG•11, SG•22, SG•27, SG•32, SG•70, SG•75, SG•80, SG•73, SG•78 TE 3: 447a, 447q, 479a TE 4: 81a, 109a, SG•38, SG•43, SG•48, 140-141, 141a, SG•54, SG•59, SG•64 TE 5: SG•6, SG•11, SG•16, 263a, 288-289, 289a, 320-321, 321a, SG•70, SG•75, SG•80 TE 6: SG•6, SG•11, SG•16, 416-417, 417a, 448-449, 449a</p>
<p>S.L.6.11 Use rhyme, rhythm, cadence, and word play for effect when presenting.</p>	<p>TE 2: 327a TE 3: 440-441, 480-481 TE 4: 177a, 179a, SG37 TE 5: 323a, 325a TE 6: UR41</p>

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Oral Prayer	
<p>S.L.6.12 Engage in daily spoken prayers while maintaining appropriate posture, gesture, and eye contact.</p>	<p>Scott Foresman Reading Street prepares students for using good speaking habits. TE 1: 48-49, 49a, 49n, 78-79, 79a, 79n, 106-107, 107a, 107n, 136-137, 137a, 137n, 168-169, 169a, 169n TE 2: 201n, 230-231, 231a, 231n, 264-265, 265a, 265n, 294-295, 295a, 295n, 322-323, 323a, 323n TE 3: 358-359, 359a, 359n, 388-389, 389a, 389n, 418-419, 419a, 419n, 446-447, 447a, 447n, 478-479, 479a, 479n TE 4: 48-49, 49a, 49n, 80-81, 81a, 81n, 108-109, 109a, 109n, 140-141, 141a, 141n, 174-175, 175a, 175n TE 5: 212-213, 213a, 213n, 238-239, 239a, 239n, 262-263, 263a, 263n, 288-289, 289a, 289n, 319-320, 321a, 321n TE 6: 352-353, 353a, 353n, 384-385, 385a, 385n, 416-417, 417a, 417n, 448-449, 449a, 449n, 474-475, 475a, 475n</p>

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Language	
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
L.6.1a Ensure that pronouns are in the proper case (subjective, objective, and possessive).	SE 2: 43, 73, 105 TE 4: SG•6, SG•11, SG•16, 85c, 95c, 104e, 104–105, 105a, 109c, 109o, 109p–109q, SG•38, SG•43, SG•48, 145c, 157c, 167e, 175c, 175o, 175p–175q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•54–UR•55
L.6.1b Use intensive (e.g., <i>myself, ourselves</i>), indefinite and predicate pronouns.	SE 2: 135 TE 4: 113d, 125c, 133e, 134–135, 135a, 135c, 141c, 141o, 141p–141q, SG•54, SG•59, SG•64, UR•44
L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.	SE 2: 73 TE 4: 85c, 109c, 109p–109q, 113d, 133e, 141o, 141p–141q, UR•24–UR•25, UR•34–UR•35 TE 5: 243d, 263o, 263p
L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	SE 2: 73 TE 4: 85c, 109c, 109p–109q, 113d, 133e, 141o, 141p–141q, UR•24–UR•25, UR•34–UR•35 TE 5: 243d, 263o, 263p
L.6.1e Use transitive/intransitive verbs, comparative adjectives/adverbs, adjective/adverb phrases and clauses correctly.	TE 2: 235d, 245c, 257e, 265c, 265o, 265p–265q, UR34, WP7, WP8 TE 3: 393d, 403c, 411e, 419c, 419o, 419p–419q, UR34, WP7, WP8 TE 5: 267d, 275c, 281e, 289c, 289o, UR44,

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<p>L.6.1f Utilize superlatives, conjunctions, and additional parts of speech correctly.</p>	<p>TE 1: 141d, 151c, 161e, 169c, 169o, 169q-169q, UR54 TE 2: 179d, 189c, 195e, 201c, 201o, 201p-201q, 205d, 213c, 225e, 231c, 231o, 231p-231q, 235d, 245c, 257e, 265c, 265o, 265p-265q, WP•7, WP•8 TE 3: 333d, 345c, 351e, 359c, 359o, 359p-359q, 36ed, 371c, 381e, 389c, 389o, 389p-389q, 423d, 433c, 441e, 447c, 447o, 447p-447q, 451d, 461c, 473e, 479b, 479o, 479p-479q, UR14, UR24, UR44, UR54, WP•7, WP•8 TE 4: 23d, 35c, 41e, 49c, 49o, 49p-49q, 85d, 95d, 103e, 109c, 109o, 109p-109q, UR14, UR34 TE 5: 217d, 227c, 233e, 239c, 239o, 239p-239q, 267d, 275c, 281e, 289c, 289o, 293d, 305c, 315e, 321c, 321o, 321p-321q, UR24, UR44, UR54, WP•7, WP•8 TE 6: 331d, 341c, 347e, 353c, 353o, 353p-353q, 357d, 367c, 377e, 385c, 385o, 385p-385q, UR14, UR24, WP•7, WP•8, WP•9</p>
<p>L.6.1g Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>TE 2: WP•8–WP•9 TE 3: WP•8 TE 5: 239d, 321d, WP•9 TE 6: 475d, WP•8</p>
<p>L.6.2 Diagram sentences including: subject, predicate, noun, verbs, objects and prepositional phrases.</p>	<p>Opportunities to Address: TE 1: 53d, 63c, 73e, 79c, 79o, 141d, 151c, 161e, 169c, 169o, 169q-169q, UR14, UR54 TE 2: 179d, 189c, 195e, 201c, 201o, 201p-201q, 235d, 245c, 257e, 265c, 265o, 265p-265q, UR14, UR24, UR34 TE 3: 393d, 403c, 411e, 419c, 419o, 419p-419q, 451d, 461c, 473e, 479b, 479o, 479p-479q, UR34, UR54, WP7, WP8 TE 6: 331d, 341c, 347e, 353c, 353o, 353p-353q, UR14</p>

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L.6.3 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
L.6.3a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<p>SE 2: 466–467</p> <p>TE 4: 141d, WP•9</p> <p>TE 5: WP•9</p> <p>TE 6: 389d, 401c, 409d, 417c, 453d, 459c, 465e, 466–467, 475c, 475o, UR•34</p>
L.6.3b Spell grade appropriate words correctly consulting references when needed.	<p>TE 1: 41d, 41e, 49c, 49n, 49o, 53c, 63b, 63c, 73d–73e, 79b, 79c, 79n, 79o, 83c, 93b, 93c, 101d, 101e, 104c, 105a, 107b, 107c, 107n–107o, 107p, 111c, 121c, 129e, 137c, 137o, 137p–137q, 141c, 151c, 169c, 169o, 169p–169q, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•40–UR•41, UR•43, UR•44–UR•45, UR•54–UR•55</p> <p>TE 2: 179c–179d, 189c, 195e, 201c, 201o, 201p–201q, 205c, 213c, 225e, 231c, 231o, 231p, 235c, 245c, 257e, 265c, 265o, 265p–265q, 269c, 281c, 287e, 295c, 295o, 299c, 309c, 317e, 323c, 323p–323q, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p>TE 3: 333c, 345b, 351e, 359b, 359n, 363c, 371c, 381e, 389c, 389o, 389p–389q, 393c, 403c, 411e, 419c, 419p–419q, 423c, 433c, 441e, 447c, 447o, 447p–447q, 451c, 461c, 473e, 479c, 479o, 479p–479q, UR•10, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p>TE 4: 23c, 35c, 41d, 49b, 49c, 49o, 49p, 53c, 63c, 71e, 81b, 81o, 81p–81q, 85c, 95c, 103e, 109c, 109o, 109p–109q, 113c, 125c, 133e, 141c, 141n, 141p–141q, 145c, 157c, 175c, 175o, 175p–175q, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p>TE 5: 185c, 199c, 207e, 213c, 213o, 213p, 217c, 227c, 233e, 239c, 239o, 239p, 243c, 251c, 257e, 263c, 263o, 263p, 267c, 275c, 281e, 289c, 289o, 289p, 293c, 305c, 315e, 321c, 321o, 321p, UR•14, UR•24, UR•34, UR•44, UR•54, WP•9</p>

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<p>(Continued) L.6.3b Spell grade appropriate words correctly consulting references when needed.</p>	<p>(Continued) TE 6: 331c, 331d, 341c, 347e, 353c, 353o, 353p, 357c, 357d, 367c, 377e, 385c, 385o, 385p, 389c, 389d, 401c, 409d, 417c, 417o, 417p, 421c, 421d, 431c, 441e, 449c, 449o, 449p, 453c, 453d, 459c, 465e, 475c, 475o, 475p, UR•14, UR•24, UR•34, UR•44, UR•54</p>
<p>L.6.4 Use style conventions (MLA) and a variety of grammatical structures in writing.</p>	<p>TE 1: 23d, 31c, 41e, 49c, 49o, 49p-49q, 83d, 93c, 101e, 107c, 107o, 107p-107q, 111d, 121c, 129e, 137c, 137o, 137p-137q, UR14, UR34, UR44, WP•7, WP•8 TE 2: 235d, 245c, 257e, 265c, 265o, 265p-265q TE 3: 393d, 403c, 411e, 419c, 419o, 419p-419q, UR34, TE 4: 53d, 63, 71e, 81c, 81o, 81p-81q, 145d, 157c, 167e, 175c, 175o, 175p-175q, UR24, UR54, WP•7, WP•8 TE 6: WP•7, WP•8</p>

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Knowledge of Language	
L.6.5 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.6.5a Vary sentence patterns for meaning, reader/listener interest, and style.	<p>SE 1: 412 SE 2: 282–283</p> <p>TE 1: 42–43, 137o, WP•5 TE 2: 197a, 258–258, 259a, 259b, 265d–265e, 289a, 318–319, 319a, 323d–323e, WP•5 TE 3: 333e, 352–353, 353a, 353b–353c, 383a, 403e, 412–413, 413a, 413b–413c, 419d–419e, 443a, 475a, WP•5 TE 4: 63d–63e, 73a, 73b–73c, 105a, 135a, WP•5, WP•8 TE 5: 209a, 209b, 235a, 259a, 282–283, 283a, 283b, 289d, 289e, 317a, WP•5, WP•8, WP•9 TE 6: 349a, 467a, WP•5</p>
L.6.5b Maintain consistency in style and tone.	<p>SE 1: 42–43, 318–319, 474–475</p> <p>TE 1: 42–43 TE 2: 179f, 189d–189e, 197a, 318–319, 319a, 319b–319c, WP•8–WP•9 TE 3: 352–353, 353b–353c, 413b, 443a, 475a, WP•8 TE 4: 63d–63e, 73b, 105a, WP•8–WP•9 TE 5: 218d, 223a, 235a, 235b, 239d, 251d, 251e, 259a, 259b, 263d, 321d, SG•6, SG•11, SG•16, WP•5, WP•8 TE 6: 331e, 331f, 349a, 349b, 353d, SG•6, SG•11, SG•16</p>

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Vocabulary Acquisitions and Use	
L.6.6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
L.6.6a Use context as a clue to the meaning of a word or phrase.	<p>SE 1: 84–85, 106, 112–113, 136, 142–143, 168, 180–181, 200, 236–237, 264, 270–271, 294, 300–301, 334–335, 358, 364–365, 388, 394–395, 418, 424–425, 446, 452–453, 478</p> <p>SE 2: 24–25, 48, 86–87, 108, 114–115, 140, 186–187, 212, 218–219, 238, 244–245, 262, 268–269, 288, 294, 320, 332–333, 352, 358–359, 384, 390–391, 416, 454–455, 474</p> <p>TE 1: 24c, 26–27, 27a, 30–31, 31a, 33a, 44a–44b, 62–63, 65a, 76a–76b, SG•20, 84e, 84–85, 90–91, 91a, 94a–94b, 104a–104b, 106–107, 107h, SG•36, 112a–112b, 112e, 112–113, 122a–122b, 122–123, 122a, 132a, 136–137, 137a, 137h–137i, SG•52, SG•57, SG•62, 142a–142b, 142c, 142e, 142–143, 152a–152b, 168–169, 169a, 169h–169i, SG•68, SG•72–SG•73, SG•78, UR•30–UR•31, UR•33</p> <p>TE 2: 180a–180b, 180e, 180–181, 190a–190b, 198a–198b, 200–201, 201a, SG•4, SG•10, SG•14, 206a–206b, 214a–214b, 221a, 228a–228b, SG•20, SG•24–SG•25, SG•30, 236a–236b, 236e, 236–237, 242–243, 244–245, 246a–246b, 247a, 248–249, 252–253, 254–255, 260a–260b, 264–265, 265a, 265h, SG•36, SG•41, SG•42, SG•46, 270–271, 270e, 282a–282b, 282–283, 283a, 294–295, 295a, 295h, SG•52, SG•56–SG•57, SG•62, 300a–300b, 300–301, 304–305, 310a–310b, 315a, 320a–320b, UR•11, UR•10, UR•12, UR•43</p>

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<p>(Continued) L.6.6a Use context as a clue to the meaning of a word or phrase.</p>	<p>(Continued) TE 3: 334a–334b, 334e, 334–335, 340–341, 346a–346b, 354a–354b, 358–359, 359a, 359h, SG•4, SG•8–SG•9, SG•14, 364a–364b, 364e, 389a, 389h–389i, SG•20, SG•24–SG•25, SG•30, 394e, 394–395, 404a–404b, 404–405, 405a, 418–419, 419a, 419h, SG•36, SG•40–SG•41, SG•46, 424a–424b, 424c, 424e, 424–425, 427a, 428–429, 434a–434b, 434–435, 435a, 444a–444b, 445a, 447a, 447h–447i, SG•52, SG•55, SG•56–SG•57, SG•62, 452a–452b, 452e, 452–453, 455a, 460–461, 476a–476b, 478–479, 479a, 479h, SG•68, SG•72–SG•73, SG•78, UR•30–UR•31, UR•33, UR•50–UR•51 TE 4: 24e, 24–25, 27a, 32–33, 33a, 44a–44b, 45a, 48–49, 49a, 49h, SG•4, SG•9, SG•14, 67a, 74a–74b, 75a, 81a, 81h, SG•20, SG•24, SG•30, 86a–86b, 89a, 96c, 96–97, 97a, 99a, 106a–106b, 108–109, 109a, 109h, SG•36, SG•41, 114a–114b, 114e, 114–115, 117a, 120–121, 121a, 122–123, 123a, 140–141, 141a, 141h, SG•52, SG•56, SG•62, 146a–146b, 146e, 156–157, 158a–158b, 158–159, SG•68, SG•73, SG•78, UR•10–UR•11, UR•13, UR•20, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43 TE 5: 186a, 186b, 186e, 186–187, 189a, 200–201, 201a, 210a, 210b, 213a, 213h, SG•4, SG•9, SG•14, 218e, 218–219, 221a, 223a, 224–225, 225a, 228c, 238–239, 239a, 239h, SG•20, SG•25, SG•30, 244e, 244–245, 247a, 253a, 260a, 262–263, 263a, 263h, SG•36, SG•41, SG•46, 268e, 268–269, 271a, 277a, 278–279, 284a, 288–289, 289a, 289h, SG•52, SG•57, SG•62, 294e, 294–295, 298–299, 299a, 300–301, 303a, 311a, 318a, 320–321, 321a, 321h, SG•68, SG•73, SG•74, SG•78, UR•10, UR•11, UR•13, UR•20, UR•21, UR•23, UR•30, UR•31, UR•40, UR•41, UR•43, UR•53</p>

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<p>(Continued) L.6.6a Use context as a clue to the meaning of a word or phrase.</p>	<p>(Continued) TE 6: 332e, 350a, 352–353, 353a, SG•4, SG•9, SG•14, 358e, 358–359, 361a, 368–369, 369a, 384–385, 385a, 385h, SG•20, SG•25, SG•30, 390d, 390–391, 393a, 396–397, 397a, 398–399, 399a, 412a, 416–417, 417a, 417h, SG•36, SG•41, SG•46, 422e, 432–433, 436–437, 444a, 449a, 449h, SG•52, SG•57, SG•62, 454e, 454–455, 457a, 460c, 461a, 462–463, 468a, 474–475, 475a, 475h, SG•68, SG•73, SG•78, UR•20, UR•21, UR•23, UR•30, UR•31</p>
<p>L.6.6b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>SE 1: 54–55, 78, 142, 168, 180–181, 200, 300–301, 322 SE 2: 146, 174, 332, 352</p> <p>TE 1: 54e, 54–55, 57a, 58–59, 59a, 63a, 65a, 66–67, 78–79, 79a, 79h, 112c–112d, 112e, 137i, 142e, 142–143, 168–169, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53</p> <p>TE 2: 180c, 180e, 180–181, 183a, 188–189, 189a, 200–201, 201a, 201h, 205c, 206c, 206e, 213c, 214a, 216–217, 217a, 231a, 231h–231i, 260a, 299c, 300c, 300e, 300–301, 308–309, 310–311, 311a, 322–323, 323a, 323h–323i, UR•13, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53</p> <p>TE 3: 334c, 364c–364d, 364e, 367a, 372–373, 376–377, 377a, 384a, 389a, 389h–389i, 394c, 419i, 424e, 427a, 434–435, 435a, 447a, 447h, 452c–452d, 479i, UR•23, UR•40–UR•41, UR•42–UR•43</p> <p>TE 4: 23c, 35c, 54c, 81i, 109h, 114c, 141i, 146e, 146–147, 154–155, 158–159, 159a, 170a, 174–175, 175a, 175h, UR•50–UR•51, UR•53</p> <p>TE 5: 186c, 213i, 244c, 263i, 294c, 321i</p> <p>TE 6: 332c, 332e, 332–333, 342–343, 343a, 352–353, 353a, 353h, 353i, 358c, 361a, 368a, 385i, 417i, 449a, UR•10, UR•13</p>

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<p>L.6.6c Consult both print and digital reference materials to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.</p>	<p>SE 1: 24–25, 48, 236–237, 264 SE 2: 54–55, 80, 186–187, 212, 294–295, 320, 358–359, 384, 422–423, 448</p> <p>TE 1: 24c, 24e, 24–25, 30–31, 31a, 48–49, 49a, 49h, 67a, 73c, 76a, SG•20, 107i, 107p, SG•36, SG•40, 122a, SG•52, SG•56, 142c, SG•68, UR•10–UR•11, UR•20, UR•10–UR•11</p> <p>TE 2: 180c, 180e, 188–189, 198a, 206c, 206e, 214a, 231a, 236c, 236e, 239a, 242–243, 243a, 247a, 248–249, 249a, 252–253, 265a, 270c, 287c, SG•52, SG•57 UR•12, UR•21, UR•31, UR•33</p> <p>TE 3: SG•9, 424c, SG•68, SG•72, UR•21</p> <p>TE 4: 24c, 49i, 54e, 54–55, 64–65, 65a, 75a, 80–81, 81h, 106a, 114e, UR•20–UR•21, UR•23, UR•41</p> <p>TE 5: 186e, 186–187, 218c, 218e, 224–225, 225a, 233e, 239i, 294e, 294–295, 297a, 300–301, 301a, 306–307, 307a, 311a, 320–321, 321a, SG•74, UR•50, UR•51</p> <p>TE 6: 340–341, 358c, 358e, 380a, 384–385, 385a, 422c, 422e, 425a, 434–435, 435a, 449a, 449h, 454c, UR•33, UR•40, UR•41</p>

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<p>L.6.6d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</p>	<p>SE 1: 84–85, 106, 236–237, 264, 270–271, 294 SE 2: 24–25, 48, 54–55, 80, 86–87, 108, 114–115, 140, 174, 186–187, 212, 218–219, 238, 268–269, 288, 390–391, 416, 422–423, 448, 454–455, 474</p> <p>TE 1: 24c, 54c, 54e, 65a, 67a, 76a, 84e, SG•36, 112a, 112c, 142c, 169i, SG•72–SG•73, UR•13 TE 2: 188–189, 198a, 201a, 206c, 214a, 217a, 231a, 231h, 236c, 236e, 236–237, 242–243, 247a, 248–249, 254–255, 260a, 264–265, 265h–265i, 270e, 282a, 300a, 300e, 315a TE 3: SG•4, 364d, 364e, 389a, 376–377, 394c, 394e, 424c, 424e, 434a, 447a, 447h, 447c, 452c, 452e, 479a TE 4: 24e, 32–33, 33a, 54e, 67a, 86c, 86e, 106a, SG•41, 114c, 174–175, UR•11, UR•23 TE 5: 186c, 218e, 228c, 236a, 244e, 249a, 263a, 268e, 284a, 289a, SG•60, 294c, 298–299, 299a, 300–301, 303a, 321h, UR•40, UR•41 TE 6: 332c, 353a, 353i, 358e, 369a, 385a, 385h, 390d, 422c, 422e, 432–433, 436–437, 444a, 449a, 449i, 454e, 461a, 468a</p>

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<p>L. 6.7 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>L. 6.7a Interpret figures of speech (e.g., personification) in context.</p>	<p>TE 1: 112a, 170–171, 171a TE 2: 274–275, 275a, 280–281, 282–283, 290a TE 3: 335d, 337a, 349a, 359i, 369a, 372a, 389i, 394d, 399a, 419i, 434a, 452a TE 4: 24d, 49i, 146d, 159a, 175i TE 5: 228–229, 236–237, 237a, SG•32, 248–249, 249a, SG•35, SG•40, SG•45, 325a TE 6: 332d, 342a, 353i, 402a, 405a, 462–463</p>
<p>L. 6.7b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>SE 1: 452–453, 478 SE 2: 114–115, 140, 218–219, 238</p> <p>TE 1: 49h, 169h TE 2: 214a TE 3: 394e, 404–405, 405a, 419a, 419h, 452e, 460–461, 479a, 479h TE 4: 44–45, 45a, 126a, UR•8–UR•9, UR•12–UR•13 TE 5: 186e, 189a, 200–201, 201a, 213a, 213h, 244e, 247a, 253a, 263a, 263h, 294d, UR•10, UR•11, UR•13, UR•43 TE 6: 454e, 462–463, 475a, 475h</p>
<p>L. 6.7c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>thrifty</i>).</p>	<p>SE 1: 394–395, 418 SE 2: 244–245, 262, 454–455, 474</p> <p>TE 1: 24e, 30–31, 49h, 54c, 79h, 79i, UR•10–UR•11, UR•13 TE 2: 270c, 295i, SG•62 TE 3: 334c, SG•12, 394e, 394–395, 418–419, 419a, SG•60, SG•77, UR•30, UR•33 TE 4: 64a–64b, 146c, 175i, SG•28, SG•44, SG•60, SG•76 TE 5: SG•12, SG•28, 244e, 244–245, 262–263, 263a, 268c, 289i, UR•43, SG•76, UR•30, UR•31, UR•33 TE 6: SG•12, SG•28, 454c, 454e, 454–455, 474–475, 475a, 475h, 475i, UR•50, UR•51, UR•53</p>

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<p>L. 6.8 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.</p>	<p>SE 1: 20, 50, 80, 108, 138, 176, 202, 232, 266, 296, 330, 360, 390, 420, 448 SE 2: 20, 50, 82, 110, 142, 182, 214, 240, 264, 290, 328, 354, 386, 418, 450</p> <p>TE 1: 21a–21b, 23a, 24a–24b, 32a–32b, 44a–44b, SG•2–SG•3, SG•4–SG•5, SG•7, SG•8–SG•9, SG•10, SG•12–SG•13, SG•14–SG•15, 50–51, 51a–51b, 53a, 54a–54b, 64a–64b, 80–81, 81a–81b, 83a, 84a–84b, 94a–94b, 104a–104b, 108–109, 109a–109b, 111a, 112a–112b, 122a–122b, 132a–132b, 138–139, 139a–139b, 142a–142b, 150–151, 152a–152b, 164a–164b, SG•18–SG•19, SG•39, SG•50–SG•51, SG•55, SG•56–SG•57, SG•58, SG•60–SG•61, SG•62–SG•63, SG•66–SG•67, SG•70–SG•71, SG•72–SG•73, SG•74–SG•75, SG•76–SG•77, UR•7, UR•17, UR•27, UR•37, UR•47 TE 2: 176–177, 177a–177b, 179a, 180a–180b, 180e, 190a–190b, 198a–198b, SG•2–SG•3, SG•4–SG•5, SG•7, SG•8–SG•9, SG•10, SG•12–SG•13, 202–203, 203a–203b, 205a, 206a–206b, 206c, 206e, 214a–214b, 228a–228b, SG•18–SG•19, SG•20–SG•21, SG•23, SG•24–SG•25, SG•26, SG•28–SG•29, SG•30–SG•31, 232–233, 233a–233b, 235a, 236a–236b, 246a–246b, 260a–260b, SG•34–SG•35, SG•36–SG•37, SG•39, SG•40–SG•41, SG•42, SG•44–SG•45, SG•46–SG•47, 267a–267b, 269a, 270a–270b, 270e, 282a–282b, 290a–290b, SG•50–SG•51, SG•52–SG•53, SG•55, SG•56–SG•57, SG•58, SG•60–SG•61, SG•62–SG•63, 296–297, 297a–297b, 299a, 300a–300b, 310a–310b, 320a–320b, SG•66–SG•67, SG•68–SG•69, SG•71, SG•72–SG•73, SG•74, SG•76–SG•77, SG•78–SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

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<p>(Continued) L. 6.8 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.</p>	<p>(Continued) TE 3: 330–331, 331a–331b, 333a, 334a–334b, 346a–346b, 354a–354b, SG•2–SG•3, SG•4–SG•5, SG•6–SG•7, SG•8–SG•9, SG•10–SG•11, SG•12–SG•13, SG•14–SG•15, SG•16, 360–361, 361a–361b, 363a, 364a–364b, 364e, 372a–372b, 384a–384b, SG•18–SG•19, SG•22–SG•23, SG•24–SG•25, SG•26–SG•27, SG•28–SG•29, SG•30–SG•31, SG•32, 390–391, 391a–391b, 393a, 394a–394b, 394e, 404a–404b, 414a–414b, SG•34–SG•35, SG•36–SG•37, SG•39, SG•40–SG•41, SG•42, SG•44–SG•45, SG•46–SG•47, 420–421, 421a–421b, 423a, 424a–424b, 424e, 434a–434b, 444a–444b, 448–449, 449a–449b, 451a, 452a–452b, 452e, 462a–462b, 476a–476b, SG•66–SG•67, SG•68–SG•69, SG•70–SG•71, SG•72–SG•73, SG•74–SG•75, SG•76–SG•77, SG•78–SG•79, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 4: 21a, 23a, 24a–24b, 36a–36b, 41b, 44a–44b, SG•2–SG•3, SG•4–SG•5, SG•7, SG•8–SG•9, SG•10, SG•12–SG•13, SG•14–SG•15, SG•16, 51a–51b, 53a, 54a–54b, 54e, 64a–64b, 74a–74b, SG•18–SG•19, SG•20–SG•21, SG•23, SG•24–SG•25, SG•26, SG•28–SG•29, SG•30–SG•31, SG•32, 83a, 85a, 86a–86b, 96a–96b, 106a–106b, SG•34–SG•35, SG•36–37, SG•39, SG•40–SG•41, SG•42, SG•44–SG•45, SG•46–SG•47, SG•48, 110–111, 111a–111b, 113a, 114a–114b, 114c, 126a–126b, 136a–136b, 141h–141i, SG•50–SG•51, SG•52–SG•53, SG•55, SG•56–SG•57, SG•58, SG•60–SG•61, SG•62–SG•63, SG•64, 142–143, 143a–143b, 145a, 146a–146b, 146e, 158a–158b, 170a–170b, SG•66–SG•67, SG•68–SG•69, SG•71, SG•72–SG•73, SG•74, SG•76–SG•77, SG•78–SG•79, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

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<p>(Continued) L. 6.8 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.</p>	<p>(Continued) TE 5: 182–183, 183a, 185a, 186a, 186b, 186e, 200b, 210a, 210b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 215a, 217a, 218b, 218e, 228a, 228b, 236a, 236b, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 240–241, 241a, 243a, 244b, 244e, 252a, 252b, 260a, 260b, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 264–265, 265a, 267a, 268a, 268b, 268e, 276a, 276b, 284b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 290–291, 291a, 293a, 294a, 294b, 294e, 306a, 306b, 318a, 318b, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 328–329, 329a, 331a, 332a, 332b, 332e, 334–335, 335a, 342a, 342b, 350a, 350b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 354–355, 355a, 357a, 358a, 358b, 358e, 368a, 368b, 380a, 380b, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 386–387, 387a, 389b, 390a, 390b, 390d, 402a, 402b, 412a, 412b, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, 418–419, 419a, 421a, 422a, 422b, 422e, 432a, 432b, 444a, 444b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 450–451, 451a, 453b, 454a, 454b, 454e, 460a, 460b, 468a, 468b, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•6, UR•7, UR•16, UR•17, UR•26, UR•27, UR•36, UR•37, UR•46, UR•47</p>