

**Houghton Mifflin Harcourt  
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Grade 6**

correlated to the

**Common Core State Standards  
English Language Arts  
Grade 6**

CCSS Standards	HMH Collections (TE pages in BOLD)
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
RL.6.1  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 13, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 37, 73, 74, 75, 76, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 89, 100, 101, 102, 103, 103, 158, 159, 160, 161, 162, 163, 164, 166, 167, 171, 173, 174, 175, 176, 177, 178, 179, 180, 184a, 211, 212, 213, 214, 215, 216, 219, 233, 234, 235, 236, 237, 242, 243, 244, 245, 271, 272, 273, 274, 275, 276, 280a, 281, 285, 286, 287, 288, 289, 313, 314, 315, 317, 318, 320, 321, 322, 323, 324, 326, 331, 332, 333, 335, 336, 337, 338, 339, 346, 347, 348, 349, 350, 351, 352, 353, 354, 356, 357, 358, 359, 362, 362a, 373–376</b>  <b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>3–12, 3–12, 17–32, 17–32, 37–38, 37–38, 73–88, 73–88, 99–102, 99–102, 157–164, 157–164, 166–167, 166–167, 171–180, 171–180, 184a, 211–218, 211–218, 233–236, 233–236, 241–244, 241–244, 271–276, 271–276, 280a, 285–290, 285–290, 313–326, 313–326, 331–332, 331–332, 335–340, 335–340, 345–360, 345–360, 373–376, 373–376</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
		<p><b>Close Reader/Teacher’s Edition:</b> 3–8, <b>16b–16g</b>, 19–24, <b>92b–92g</b>, 43–52, <b>184b–184i</b>, 69–84, <b>240b–240k</b>, 97–98, <b>292b–292e</b>, 101–114, <b>330b–330k</b>, 115–128, <b>362b–362k</b></p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 34, <b>34</b>, 37, <b>37</b>, 40, <b>40</b>, 90, <b>90</b>, 104, <b>104</b>, 165, <b>165</b>, 168, <b>168</b>, 170, <b>170</b>, 182, <b>182</b>, 220, <b>220</b>, 238, <b>238</b>, 246, <b>246</b>, 278, <b>278</b>, 284, <b>284</b>, 292, <b>292</b>, 328, <b>328</b>, 334, <b>334</b>, 342, <b>342</b>, 362, <b>362</b>, 373–376, <b>373–376</b></p>
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> <b>9, 19, 27, 29, 31, 211, 213, 218, 219, 219, 222a, 246b, 282, 283, 283, 284a, 316, 319, 320, 323, 325, 327, 327, 344a, 357</b></p> <p><b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 37–38, <b>37–38</b>, 99–102, <b>99–102</b>, 157–164, <b>157–164</b>, 166–167, <b>166–167</b>, 171–180, <b>171–180</b>, 211–218, <b>211–218</b>, <b>222a, 246b, 285–290, 285–290</b>, 313–326, <b>313–326</b>, 331–332, <b>331–332</b>, 335–340, <b>335–340, 344a, 345–360, 345–360</b></p> <p><b>Close Reader/Teacher’s Edition:</b> 43–52, <b>184b–184i</b>, 101–114, <b>330b–330k</b></p> <p><b>INSTRUCTION/APPLICATION</b> <b>Standards Support and enrichment</b> • Summarizing and Paraphrasing</p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b>, 104, <b>104</b>, 165, <b>165</b>, 168, <b>168</b>, 182, <b>182</b>, 220, <b>220</b>, 246, <b>246</b>, 284, <b>284</b>, 292, <b>292</b>, 328, <b>328</b>, 334, <b>334</b>, 342, <b>342</b>, 362, <b>362</b></p>

<b>CCSS Standards</b>		<b>HMH Collections (TE pages in BOLD)</b>
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 13, 16a, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 33, 36a, 73, 74, 76, 78, 80, 81, 82, 84, 86, 88, 89, 89, 212, 213, 214, 215, 216, 219, 219, 233, 234, 235, 237, 237, 240a, 274, 276, 277, 277, 280a, 287, 289, 290, 313, 314, 315, 317, 318, 321, 322, 323, 324, 327, 327, 330a, 335, 336, 337, 339, 340, 341, 341, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 361, 361, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–12, 3–12, 16a, 17–32, 17–32, 36a, 73–88, 73–88, 211–218, 211–218, 233–236, 233–236, 240a, 241–244, 241–244, 271–276, 271–276, 280a, 285–290, 285–290, 313–326, 313–326, 330a, 335–340, 335–340, 345–360, 345–360, 362a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>3–8, 16b–16g, 19–24, 92b–92g, 69–84, 240b–240k, 101–114, 330b–330k, 115–128, 362b–362k</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  <ul style="list-style-type: none"> <li>• Analyzing a Novel: Lupita Mañana</li> <li>• Analyzing a Novel: The Yearling</li> </ul> </p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>14, 14, 34, 34, 90, 90, 220, 220, 238, 238, 246, 246, 278, 278, 292, 292, 328, 328, 342, 342, 362, 362</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Craft and Structure</b>		
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>4, 6, 7, 9, 25, 31, 37, 38, 39, 39, 40a, 92a, 100, 101, 102, 103, 103, 104a, 159, 160, 164, 166, 169, 169, 170a, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 181, 184a, 213, 214, 233, 234, 235, 236, 237, 237, 240a, 242, 243, 244, 245, 245, 246a, 270a, 271, 272, 273, 274, 275, 277, 277, 280a, 281, 282, 283, 283, 284a, 286, 292a, 326, 330a, 332, 333, 333, 334a, 347, 350</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>37–38, 37–38, 40a, 92a, 99–102, 99–102, 104, 104, 104a, 157–164, 157–164, 170a, 171–180, 171–180, 184a, 211–218, 211–218, 221, 233–236, 233–236, 240a, 241–244, 241–244, 246a, 270a, 280a, 281–282, 281–282, 284a, 285–290, 285–290, 292a, 330a, 331–332, 331–332, 334a, 345–360, 345–360</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>43–52, 184b–184i, 69–84, 240b–240k, 97–98, 292b–292e</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and enrichment</b>  <ul style="list-style-type: none"> <li>• Word Choice and Diction</li> <li>• Levels of Language</li> </ul> </p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>40, 40, 104, 104, 165, 165, 168, 168, 170, 170, 182, 182, 220, 220, 238, 238, 246, 246, 278, 278, 284, 284, 292, 292, 334, 334, 362, 362</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>17, 18, 19, 21, 23, 24, 25, 28, 30, 31, 32, 33, 33, 37, 38, 39, 39, 40a, 104a, 158, 160, 161, 163, 165, 165, 166, 167, 168, 168, 170a, 215, 216, 219, 219, 274, 277, 277, 280a, 281, 282, 283, 283, 285, 286, 287, 289, 290, 291, 291, 292a, 334a, 337, 338, 340, 341, 341, 346, 348, 349, 350, 351, 352, 354, 355, 358, 359, 361, 361, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–12, 3–12, 37–38, 37–38, 40a, 73–88, 73–88, 104a, 157–164, 157–164, 166–167, 166–167, 170a, 171–180, 171–180, 211–218, 211–218, 271–276, 271–276, 280a, 281–282, 281–282, 285–290, 285–290, 292a, 313–326, 313–326, 331–332, 331–332, 334a, 335–340, 335–340, 345–360, 345–360, 362a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>97–98, 292b–292e</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and enrichment</b></p> <ul style="list-style-type: none"> <li>• Analyzing a Novel: Lupita Mañana</li> <li>• Analyzing a Novel: The Yearling</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>14, 14, 34, 34, 40, 40, 90, 90, 165, 165, 168, 168, 170, 170, 182, 182, 220, 220, 278, 278, 284, 284, 292, 292, 328, 328, 334, 334, 342, 342, 362, 362</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>18, 19, 20, 22, 26, 27, 28, 33, 33, 36a, 37, 39, 39, 40a, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 85, 87, 89, 89, 92a, 158, 162, 164, 222a, 242, 243, 245, 245</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>17–32, 17–32, 36a, 37–38, 37–38, 40a, 73–88, 73–88, 92a, 157–164, 157–164, 166–167, 166–167, 222a, 331–332, 331–332</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>19–24, 92b–92g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>34, 34, 40, 40, 90, 90, 165, 165, 170, 170, 246, 246, 334, 334</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Integration of Knowledge and Ideas</b>		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  292, <b>292</b>, <b>292a</b>, 361, <b>361</b>, <b>362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  285–290, <b>285–290</b>, <b>292a</b>, 345–360, <b>345–360</b>, <b>362a</b>, 377–380, <b>377–380</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  115–128, <b>362b–362k</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Experiencing Literature Through Media</li> <li>• Comparing Literature to an Audio Version</li> <li>• Comparing Literature to a Video Version</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  292, <b>292</b>, 362, <b>362</b>, 377–380, <b>377–380</b></p>
RL.6.8	(Not applicable to literature)	

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  169, <b>169</b>, <b>288</b>, <b>331</b>, <b>332</b>, 333, <b>333</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  157–164, 166–167, 241–244, <b>241–244</b>, 285–290, 313–326, 331–332, 335–340, <b>335–340</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  115–128, <b>362b–362k</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Literary Texts</li> <li>• Comparing and Contrasting Historical Novels and Fantasy Stories</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  170, <b>170</b>, 246, <b>246</b>, 334, <b>334</b>, 342, <b>342</b></p>
<b>Range of Reading and Level of Text Complexity</b>		
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>37a</b>, 37–40, <b>37–40</b>, 73–88, <b>73–88</b>, 90, <b>90</b>, <b>99a</b>, <b>99–102</b>, 104, <b>104</b>, <b>171a</b>, 171–180, <b>171–180</b>, 182, <b>182</b>, <b>233a</b>, 233–236, <b>233–236</b>, 284, <b>284</b>, <b>285a</b>, 285–290, <b>285–290</b>, <b>331a</b>, 331–332, <b>331–332</b>, 334, <b>334</b>, <b>335a</b>, 335–342, <b>335–342</b>, <b>345a</b>, 345–362, <b>345–362</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  43–52, <b>184b–184i</b>, 97–98, <b>292b–292e</b>, 101–114, <b>330b–330k</b>, 115–128, <b>362b–362k</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41, 43, 44, 45, 46, 47, 47, 50a, 51, 52, 53, 54, 59, 60, 93, 94, 105, 106, 107, 108, 109, 110, 111, 112, 116a, 117, 118, 119, 120, 123, 124, 128a, 139, 140, 142, 143, 144, 145, 146, 147, 149, 150, 152, 185, 188, 189, 190, 191, 192, 193, 200b, 223, 224, 225, 227, 228, 230, 230, 253, 254, 256, 257, 260, 262, 263, 264, 265, 266, 266, 270a, 294, 295, 296, 298, 302a, 363, 364, 365, 366, 367, 368, 369, 369, 372b</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41–46, 41–46, 50a, 51–54, 51–54, 59–60, 59–60, 93–94, 93–94, 105–112, 105–112, 116a, 117–124, 117–124, 128a, 139–152, 139–152, 185–192, 185–192, 223–228, 223–228, 253–258, 253–258, 260–265, 260–265, 270a, 302a, 363–368, 363–368</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>9–12, 50b–50e, 13–16, 58b–58e, 25–28, 116b–116e, 29–34, 128b–128g, 37–42, 156b–156g, 53–60, 196b–196g, 63–68, 232b–232g, 87–96, 270b–270i</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>48, 48, 56, 56, 62, 62, 96, 96, 114, 114, 126, 126, 154, 154, 194, 194, 226, 226, 229, 229, 230, 230, 259, 259, 266, 266, 370, 370</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>51, 52, 53, 54, 55, 55, 58a, 106, 107, 108, 109, 110, 111, 113, 113, 116a, 141, 232a, 255, 256, 364, 365, 366, 367, 368, 369, 372a, R16–R21, R16, R17, R22–R27, R22, R27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>50a, 51–54, 51–54, 58a, 59–60, 59–60, 93–94, 93–94, 105–112, 105–112, 117–124, 117–124, 139–152, 139–152, 197–198, 197–198, 223–235, 223–235, 227–228, 227–228, 259, 259, 293–298, 293–298, 363–368, 363–368, R16–R21, R16, R17, R22–R27, R22, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  9–12, <b>50b–50e</b>, 13–16, <b>58b–58e</b>, 25–28, <b>116b–116e</b>, 37–42, <b>156b–156g</b>, 87–96, <b>270b–270i</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and enrichment</b>  • Summarizing and Paraphrasing</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  56, <b>56</b>, 62, <b>62</b>, 96, <b>96</b>, 114, <b>114</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 226, <b>226</b>, 229, <b>229</b>, 230, <b>230</b>, 299, <b>299</b>, 370, <b>370</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>44, 52, 53, 54, 55, 55, 117, 118, 119, 120, 121, 122, 123, 124, 125, 125, 128a, 185, 188, 189, 190, 192, 193, 193, 229, 229, 253, 254, 255, 256, 257, 258, 259, 259, 260, 261, 262, 263, 264, 266, 266, 267, 267, 294, 295, 297, 298, 299, 299, R16–R21, R16, R17, R18, R19, R21</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  41–46, <b>41–46</b>, 51–54, <b>51–54</b>, 59–60, <b>59–60</b>, 105–112, <b>105–112</b>, 117–124, <b>117–124, 128a</b>, 185–192, <b>185–192</b>, 253–258, <b>253–258</b>, 260–265, <b>260–265</b>, 293–298, <b>293–298</b>, 363–368, <b>363–368</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  9–12, <b>50b–50e</b>, 29–34, <b>128b–128g</b>, 53–60, <b>196b–196g</b>, 87–96, <b>270b–270i</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  48, <b>48</b>, 56, <b>56</b>, 62, <b>62</b>, 114, <b>114</b>, 126, <b>126</b>, 194, <b>194</b>, 266, <b>266</b>, 268, <b>268</b>, 299, <b>299</b>, 370, <b>370</b>, R16–R21, <b>R16, R17, R18, R19, R20, R21</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Craft and Structure</b>		
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>42, 44, 45, 53, 55, 58a, 59, 60, 61, 61, 62b, 94, 95, 95, 98a, 121, 123, 128a, 139, 140, 142, 144, 149, 152, 153, 153, 185, 186, 187, 189, 190, 191, 193, 193, 196a, 227, 228, 229, 229, 270a, 295, R22–R27, R22, R23, R26, R27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  51–54, <b>51–54</b>, 59–60, <b>59–60, 62b</b>, 93–94, <b>93–94, 98a</b>, 117–124, <b>117–124, 128a</b>, 139–152, <b>139–152, 196a</b>, 227–228, <b>227–228</b>, 253–258, <b>253–258, 270a</b>, R22–R27, <b>R22, R23, R26, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  37–42, <b>156b–156g</b>, 53–60, <b>196b–196g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  56, <b>56</b>, 62, <b>62</b>, 96, <b>96</b>, 126, <b>126</b>, 154, <b>154</b>, 194, <b>194</b>, 229, <b>229</b>, 230, <b>230</b>, 259, <b>259</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41, 42, 43, 46, 47, 47, 51, 93, 94, 95, 95, 117, 118, 119, 120, 125, 125, 140, 141, 143, 144, 145, 146, 147, 148, 149, 150, 151, 153, 153, 156a, 261, 266, 266, 294, 297, 299, 299, 363, 365, 367, 368, 369, 369, 372b, R16–R21, R22–R27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  41–46, <b>41–46</b>, 51–54, <b>51–54</b>, 59–60, <b>59–60</b>, 93–94, <b>93–94</b>, 106–112, <b>106–112</b>, 117–124, <b>117–124</b>, 139–152, <b>139–152</b>, 185–192, <b>185–192</b>, 223–225, <b>223–225</b>, 253–258, <b>253–258</b>, 260–265, <b>260–265</b>, 293–298, <b>293–298</b>, 363–368, <b>363–368</b>, R16–R21, <b>R16, R17, R18, R19, R20, R21</b>, R22–R27, <b>R22, R23, R24, R26, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  37–42, <b>156b–156g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Cross-Curricular Connections: Olympic Glory</li> <li>• Cross-Curricular Connections: Tilting at Windmills</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  48, <b>48</b>, 56, <b>56</b>, 62, <b>62</b>, 96, <b>96</b>, 114, <b>114</b>, 126, <b>126</b>, 154, <b>154</b>, 194, <b>194</b>, 226, <b>226</b>, 259, <b>259</b>, 266, <b>266</b>, 299, <b>299</b>, 370, <b>370</b></p>

<b>CCSS Standards</b>		<b>HMH Collections (TE pages in BOLD)</b>
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>60, 105, 107, 108, 109, 112, 113, 113, 363</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  41–46, <b>41–46</b>, 51–54, <b>51–54</b>, 105–112, <b>105–112</b>, 223–225, <b>223–225</b>, 227–228, <b>227–228</b>, 253–258, <b>253–258</b>, 260–265, <b>260–265</b>, R22–R27, <b>R22, R24, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  25–28, <b>116b–116e</b>, 63–68, <b>232b–232g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  • Determining an Author’s Purpose</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  48, <b>48</b>, 56, <b>56</b>, 62, <b>62</b>, 114, <b>114</b>, 230, <b>230</b>, 259, <b>259</b>, 266, <b>266</b>, 268, <b>268</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Integration of Knowledge and Ideas</b>		
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>62a, 117, 119, 120, 121, 125, 125, 142, 153, 197, 198, 199, 199, 200a, 200b, 296, 299, 299, 302, 302, 302a, 366</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  59–60, <b>59–60, 62a</b>, 117–124, <b>117–124</b>, 139–152, <b>139–152</b>, 197–198, <b>197–198, 200a, 200b</b>, 253–266, <b>253–266</b>, 293–298, <b>293–298</b>, 300, <b>300, 302a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  29–34, <b>128b–128g</b>, 37–42, <b>156b–156g</b>, 53–60, <b>196b–196g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 268, <b>268</b>, 302, <b>302</b></p>
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>93, 94, 95, 95, 98a, 223, 224, 225, 226, 227, 232a</b>, R22, <b>r22</b>, R24, <b>r24</b>, R26, <b>r26</b>, R27, <b>r27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  93–94, <b>93–94</b>, 223–225, <b>223–225</b>, 227–228, <b>227–228</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  63–68, <b>232b–232g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  96, <b>96</b>, 226, <b>226</b>, 229, <b>229</b>, 230, <b>230</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, <b>232a</b>, <b>263</b>, <b>265</b>, 267, <b>267</b>, <b>270a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  223–228, <b>223–228</b>, <b>232a</b>, 253–266, <b>253–266</b>, <b>270a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  63–68, <b>232b–232g</b>, 87–96, <b>270b–270i</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 268, <b>268</b></p>
<b>Range of Reading and Level of Text Complexity</b>		
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41a</b>, 41–48, <b>41–48</b>, <b>105a</b>, 105–113, <b>105–113</b>, 114, <b>114</b>, <b>139a</b>, 139–153, <b>139–153</b>, 154, <b>154</b>, <b>185a</b>, 185–193, <b>185–193</b>, 194, <b>194</b>, <b>253a</b>, 253–258, <b>253–258</b>, 259, <b>259</b>, <b>363a</b>, 363–370, <b>363–370</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  13–16, <b>58b–58e</b>, 25–28, <b>116b–116e</b>, 29–34, <b>128b–128g</b>, 37–42, <b>156b–156g</b>, 53–60, <b>196b–196g</b>, 87–96, <b>270b–270i</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Arguments</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What Is a Claim?</li> <li>• Support: Reasons and Evidence</li> <li>• Building Effective Support</li> <li>• Creating a Coherent Argument</li> <li>• Persuasive Techniques</li> <li>• Formal Style</li> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Arguments</p> <ul style="list-style-type: none"> <li>• What Is a Claim?</li> <li>• Creating a Coherent Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Arguments  • Support: Reasons and Evidence  • Building Effective Support</p> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Arguments  • Creating a Coherent Argument</p> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.1d	Establish and maintain a formal style.	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing Arguments <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <b>Student Edition/Teacher’s Edition:</b> 247–250, <b>247–250</b> , 307–310, <b>307–310</b> , R2–R3  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 247–250, <b>247–250</b> , 307–310, <b>307–310</b>
W.6.1e	Provide a concluding statement or section that follows from the argument presented.	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing Arguments <ul style="list-style-type: none"> <li>• Concluding Your Argument</li> </ul> <b>Student Edition/Teacher’s Edition:</b> 230, <b>230</b> , 247–250, <b>247–250</b> , 307–310, <b>307–310</b> , R2–R3  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 247–250, <b>247–250</b> , 307–310, <b>307–310</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Elaboration</li> <li>• Using Graphics and Multimedia</li> <li>• Precise Language and Vocabulary</li> <li>• Formal Style</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Writing an Outline</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 48, <b>48</b>, <b>50a</b>, 56, <b>56</b>, 63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 90, 104, <b>104</b>, 114, <b>114</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 220, <b>220</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 48, <b>48</b>, <b>50a</b>, 56, <b>56</b>, 63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 90, 104, <b>104</b>, 114, <b>114</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 220, <b>220</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Using Graphics and Multimedia</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Organizing Ideas</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Precise Language and Vocabulary</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.2e	Establish and maintain a formal style.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Introductions and Conclusions</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Narratives • Narrative Structure</p> <p><b>Student Edition/Teacher’s Edition:</b> 34, <b>34</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 34, <b>34</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Narratives • The Language of Narrative</p> <p><b>Student Edition/Teacher’s Edition:</b> 34, <b>34</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 34, <b>34</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing Narratives • Narrative Structure <b>Student Edition/Teacher’s Edition:</b> 34, <b>34</b> , 205–208, <b>205–208</b> , 303–306, <b>303–306</b> , 342, <b>342</b> , 377–380, <b>377–380</b> , R6–R7  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 34, <b>34</b> , 205–208, <b>205–208</b> , 303–306, <b>303–306</b> , 342, <b>342</b> , 377–380, <b>377–380</b>
<b>Production and Distribution of Writing</b>		
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing as a Process • Task, Purpose, and Audience <b>Student Edition/Teacher’s Edition:</b> 48, <b>48</b> , <b>50a</b> , 67–70, <b>67–70</b> , 104, <b>104</b> , 129–132, <b>129–132</b> , 133–136, <b>133–136</b> , 200, <b>200</b> , 205–208, <b>205–208</b> , 292, <b>292</b> , 303–306, <b>303–306</b> , 307–310, <b>307–310</b> , <b>334a</b> , 377–380, <b>377–380</b> , R2–R3, R4–R5, R6–R7  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 48, <b>48</b> , <b>50a</b> , 67–70, <b>67–70</b> , 104, <b>104</b> , 129–132, <b>129–132</b> , 133–136, <b>133–136</b> , 200, <b>200</b> , 205–208, <b>205–208</b> , 292, <b>292</b> , 303–306, <b>303–306</b> , 307–310, <b>307–310</b> , <b>334a</b> , 377–380, <b>377–380</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing as a Process</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Planning and Drafting</li> <li>• Revising and Editing</li> <li>• Trying a New Approach</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  67–70, <b>67–70</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  67–70, <b>67–70</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Producing and Publishing with Technology</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Writing for the Internet</li> <li>• Interacting with Your Online Audience</li> <li>• Using Technology to Collaborate</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Research to Build and Present Knowledge</b>		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <ul style="list-style-type: none"> <li>Conducting Research</li> <li>• Introduction</li> <li>• Starting Your Research</li> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Conducting Field Research</li> <li>• Using the Internet for Research</li> <li>• Refocusing Your Inquiry</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Synthesizing Information</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 126, <b>126</b>, 133–136, <b>133–136</b>, 194, <b>194</b>, 220, <b>220</b>, 230, <b>230</b>, R8–R11</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 126, <b>126</b>, 133–136, <b>133–136</b>, 194, <b>194</b>, 220, <b>220</b>, 230, <b>230</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <p>Conducting Research</p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Using the Internet for Research</li> </ul> <p>Evaluating Sources</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating Sources for Usefulness</li> <li>• Evaluating Sources for Reliability</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Summarizing, Paraphrasing, and Quoting</li> <li>• Attribution</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 67–70, <b>67–70</b>, 133–136, <b>133–136</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, <b>302a</b>, R8–R11</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 67–70, <b>67–70</b>, 133–136, <b>133–136</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, <b>302a</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <p>Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p>Conducting Research</p> <ul style="list-style-type: none"> <li>• Taking Notes</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Synthesizing Information</li> <li>• Writing an Outline</li> <li>• Summarizing, Paraphrasing, and Quoting</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b></p> <p>14, <b>14</b>, 56, <b>56</b>, 63–66, <b>63–66</b>, 114, <b>114</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 268, <b>268</b>, 278, <b>278</b>, 292, <b>292</b>, 307–310, <b>307–310</b>, 328, 373–376, <b>373–376</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b></p> <p>14, <b>14</b>, 56, <b>56</b>, 63–66, <b>63–66</b>, 114, <b>114</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 268, <b>268</b>, 278, <b>278</b>, 292, <b>292</b>, 307–310, <b>307–310</b>, 328, 373–376, <b>373–376</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  104, <b>104</b>, 129–132, <b>129–132</b>, 278, <b>278</b>, 292, <b>292</b>, 307–310, <b>307–310</b>, 373–376, <b>373–376</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  104, <b>104</b>, 129–132, <b>129–132</b>, 278, <b>278</b>, 292, <b>292</b>, 307–310, <b>307–310</b>, 373–376, <b>373–376</b></p>
W.6.9b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  56, <b>56</b>, 133–136, <b>133–136</b>, 307–310, <b>307–310</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  56, <b>56</b>, 133–136, <b>133–136</b>, 307–310, <b>307–310</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Range of Writing</b>		
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <p>Writing as a Process</p> <ul style="list-style-type: none"> <li>• Task, Purpose, and Audience</li> </ul> <p>Writing Arguments</p> <p>Writing Informative</p> <p>Texts Writing</p> <p>Narratives</p> <p>Using Textual Evidence</p> <p><b>Student Edition/Teacher’s Edition:</b></p> <p>129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 247–250, <b>247–250</b>, 278, <b>278</b>, 292, <b>292</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b></p> <p>14, <b>14</b>, 34, <b>34</b>, 48, <b>48</b>, 56, <b>56</b>, 90, <b>90</b>, 104, <b>104</b>, 114, <b>114</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 170, <b>170</b>, 182, <b>182</b>, 194, <b>194</b>, 220, <b>220</b>, 246, <b>246</b>, 247–250, <b>247–250</b>, 278, <b>278</b>, 292, <b>292</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 328, <b>328</b>, 342, <b>342</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Preparing for Discussion</li> <li>• Establishing and Following Procedure</li> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher's Edition:</b>  12, <b>12</b>, 32, <b>32</b>, 38, <b>38</b>, <b>40a</b>, 46, <b>46</b>, 54, <b>54</b>, 60, <b>60</b>, <b>62a</b>, 88, <b>88</b>, 96, <b>96</b>, 102, <b>102</b>, <b>104a</b>, 112, <b>112</b>, 154, <b>154</b>, <b>156a</b>, 167, <b>167</b>, <b>170a</b>, 180, <b>180</b>, 198, <b>198</b>, 218, <b>218</b>, <b>222a</b>, 236, <b>236</b>, 238, <b>238</b>, <b>240a</b>, 244, <b>244</b>, <b>246a</b>, <b>246b</b>, 265, <b>265</b>, <b>270a</b>, 276, <b>276</b>, 282, <b>282</b>, 284, <b>284</b>, <b>284a</b>, 290, <b>290</b>, 292, <b>292</b>, <b>292a</b>, 300, <b>300</b>, 302, <b>302</b>, <b>302a</b>, 332, <b>332</b>, <b>344a</b>, 362, <b>362</b>, 368, <b>368</b>, 370, <b>370</b>, <b>372b</b>, 373–376, <b>373–376</b>, R12–R13</p> <p><b>Close Reader/Teacher's Edition:</b>  25–28, <b>116b–116e</b>, 87–96, <b>270b–270i</b>, 101–114, <b>330b–330k</b></p> <p><b>Standards Support and enrichment</b></p> <ul style="list-style-type: none"> <li>• Asking Questions and Paraphrasing Ideas</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher's Edition:</b>  96, <b>96</b>, 154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 292, <b>292</b>, 302, <b>302</b>, 362, <b>362</b>, 370, <b>370</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Preparing for Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 12, <b>12</b>, 46, <b>46</b>, 96, <b>96</b>, 112, <b>112</b>, 154, <b>154</b>, <b>156a</b>, 167, <b>167</b>, 180, <b>180</b>, 198, <b>198</b>, 218, <b>218</b>, 236, <b>236</b>, 238, <b>238</b>, 244, <b>244</b>, 265, <b>265</b>, 276, <b>276</b>, 282, <b>282</b>, 290, <b>290</b>, 284, <b>284</b>, 300, <b>300</b>, 332, <b>332</b>, 368, <b>368</b>, 370, <b>370</b>, 373–376, <b>373–376</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b> 87–96, <b>270b–270i</b>, 101–114, <b>330b–330k</b></p> <p><b>Standards Support and enrichment</b></p> <ul style="list-style-type: none"> <li>• Asking Questions and Paraphrasing Ideas</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 96, <b>96</b>, 154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, 373–376, <b>373–376</b></p>
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Establishing and Following Procedure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, 373–376, <b>373–376</b>, R12–R13</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Asking Questions and Paraphrasing Ideas</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.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><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 370, <b>370</b>, <b>372b</b>, 373–376, <b>373–376</b>, R12–R13</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Asking Questions and Paraphrasing Ideas</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 370, <b>370</b>, 373–376, <b>373–376</b></p>
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, 373–376, <b>373–376</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b> 87–96, <b>270b–270i</b>, 101–114, <b>330b–330k</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Asking Questions and Paraphrasing Ideas</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Analyzing a Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  59–60, <b>59–60</b>, 61, <b>61</b>, <b>62b</b>, 197–198, <b>197–198</b>, 199, <b>199</b>, <b>200a</b>, 300, <b>300</b>, 301, <b>301</b>, <b>302a</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, 200, <b>200</b>, 302, <b>302</b></p>
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Identifying a Speaker’s Claim</li> <li>• Tracing a Speaker’s Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  93–94, <b>93–94</b>, 95, <b>95</b>, 373–376, <b>373–376</b>, R14–R15</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Presenting and Listening to an Argument</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  96, <b>96</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Presentation of Knowledge and Ideas</b>		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Giving a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Content of Your Presentation</li> <li>• Style in Presentation</li> <li>• Delivering Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, <b>62a</b>, 63–66, <b>63–66</b>, 96, <b>96</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 268, <b>268</b>, 302, <b>302</b>, 334, <b>334</b>, 362, <b>362</b>, 377–380, <b>377–380</b>, R14–R15</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Presenting and Listening to an Argument</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, 63–66, <b>63–66</b>, 96, <b>96</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 268, <b>268</b>, 302, <b>302</b>, 334, <b>334</b>, 362, <b>362</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Using Media in a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Media: Audio, Video, and Images</li> <li>• Using Presentation Software</li> <li>• Building and Practicing Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b>, <b>62a</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 201–204, <b>201–204</b>, 302, <b>302</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 62, <b>62</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 201–204, <b>201–204</b>, 302, <b>302</b></p>
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> </ul> <p>Giving a Presentation</p> <ul style="list-style-type: none"> <li>• Style in Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b>, 63–66, <b>63–66</b>, 201–204, <b>201–204</b>, 268, <b>268</b>, 334, <b>334</b>, 362, <b>362</b>, 377–380, <b>377–380</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Using Standard English</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b>, 63–66, <b>63–66</b>, 201–204, <b>201–204</b>, 268, <b>268</b>, 334, <b>334</b>, 362, <b>362</b>, 377–380, <b>377–380</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>4, 16, 16, 50, 50, 58, 58, 63–66, 63–66, 92, 92, 98, 98, 116, 116, 156, 156, 222, 222, 270, 270, R28–R51, R28, R36, R38, R40, R42, R43, R45, R46, R47, R51</b>  <b>Standards Support and Enrichment</b> <ul style="list-style-type: none"> <li>• Using Pronouns Correctly</li> <li>• Confusing Pronoun Reference</li> <li>• Using Standard English</li> </ul>
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>50, 50, 58, 58, 98, 98, R28, R36, R36</b>  <b>Standards Support and Enrichment</b> <ul style="list-style-type: none"> <li>• Using Pronouns Correctly</li> </ul>
L.6.1b	Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>92, 92, R28, R36–R37</b>  <b>Standards Support and Enrichment</b> <ul style="list-style-type: none"> <li>• Using Pronouns Correctly</li> </ul>
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>116, 116, 156, 156, R28, R35–R38, R36</b>  <b>Standards Support and Enrichment</b> <ul style="list-style-type: none"> <li>• Using Pronouns Correctly</li> </ul>

CCSS Standards		HMH Collections (TE pages in BOLD)
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 270, <b>270</b> , R28, R38, <b>R38</b> <b>Standards Support and Enrichment</b> • Using Pronouns Correctly
L.6.1e	Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>4</b> , 16, <b>16</b> , 222, <b>222</b> , R28 <b>Standards Support and Enrichment</b> • Using Standard English
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 36, <b>36</b> , 128, <b>128</b> , 184, <b>184</b> , 232, <b>232</b> , 240, <b>240</b> , 330, <b>330</b> , 344, 372, R28, R31–R34, R52, R57–R60 <b>Standards Support and Enrichment</b> • Using Correct Pronunciation • Spelling
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 36, <b>36</b> , 372, <b>372</b> , R28, R31–32 <b>Standards Support and Enrichment</b> • Using Correct Pronunciation
L.6.2b	Spell correctly.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 232, <b>232</b> , 330, <b>330</b> , 344, <b>344</b> , R52, R57–R60 <b>Standards Support and Enrichment</b> • Spelling

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Knowledge of Language</b>		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>6, 7, 196, 196, 273, 280, 280, R28–51, R28-51</b> <b>Standards Support and Enrichment</b> <ul style="list-style-type: none"> <li>• Creating Sentence Variety</li> <li>• Asking Questions and Paraphrasing Ideas</li> <li>• Using Standard English</li> </ul>
L.6.3a	Vary sentence patterns for meaning, reader/ listener interest, and style.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>6, 7, 273, 280, 280, R28, R46–47, R46–R47</b> <b>Standards Support and Enrichment</b> <ul style="list-style-type: none"> <li>• Creating Sentence Variety</li> </ul>
L.6.3b	Maintain consistency in style and tone.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>63–66, 63–66, 196, 196, R28</b> <b>Standards Support and Enrichment</b> <ul style="list-style-type: none"> <li>• Asking Questions and Paraphrasing Ideas</li> <li>• Using Standard English</li> </ul>

CCSS Standards		HMH Collections (TE pages in BOLD)
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  15, <b>15</b>, 35, <b>35</b>, 49, <b>49</b>, 57, <b>57</b>, <b>62b</b>, 91, <b>91</b>, 97, <b>97</b>, 115, <b>115</b>, 127, <b>127</b>, 155, <b>155</b>, 183, <b>183</b>, 195, <b>195</b>, 221, <b>221</b>, 231, <b>231</b>, 239, <b>239</b>, 269, <b>269</b>, 279, <b>279</b>, 329, <b>329</b>, 343, <b>343</b>, 371, <b>371</b>, R52–R60, <b>R52</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Multiple-Meaning Words</li> <li>• Greek Roots and Combining Forms</li> <li>• Latin Roots: Active Verbs</li> <li>• Using Reference Aids</li> </ul>
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  15, <b>15</b>, <b>35</b>, 49, <b>49</b>, 57, <b>57</b>, <b>62b</b>, <b>97</b>, 115, <b>115</b>, 155, <b>155</b>, 183, <b>183</b>, 195, <b>195</b>, 221, <b>221</b>, 231, <b>231</b>, 269, <b>269</b>, 279, <b>279</b>, 329, <b>329</b>, 343, <b>343</b>, 371, <b>371</b>, R52–R53, <b>R52</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Multiple-Meaning Words</li> </ul>
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  35, <b>35</b>, 49, <b>49</b>, 57, <b>57</b>, 91, <b>91</b>, 155, <b>155</b>, 371, <b>371</b>, <b>R52</b>, R53–R54</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Greek Roots and Combining Forms</li> <li>• Latin Roots: Active Verbs</li> </ul>
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  15, <b>15</b>, 57, <b>57</b>, <b>62b</b>, 97, <b>97</b>, 115, <b>115</b>, 127, <b>127</b>, 195, <b>195</b>, 239, <b>239</b>, 279, <b>279</b>, 343, <b>343</b>, <b>R52</b>, R56</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Using Reference Aids</li> </ul>

CCSS Standards		HMH Collections (TE pages in BOLD)
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 15, <b>15</b> , 49, <b>49</b> , 57, <b>57</b> , <b>62b</b> , 115, <b>115</b> , 195, <b>195</b> , 221, <b>221</b>
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>100, 102, 103</b> , 127, <b>127</b> , <b>171, 174, 175, 176, 178, 179, 180, 181, 184a, 214, 221, 221</b> , 231, <b>231</b> , 239, <b>239</b> , 269, <b>239</b> , 329, <b>329</b> , R52 <b>Standards Support and Enrichment</b> • Understanding Word Relationships • Connotation and Denotation
L.6.5a	Interpret figures of speech (e.g., personification) in context.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>100, 102, 103, 171, 174, 175, 176, 178, 179, 180, 181, 184a, 214, 221, 221</b> , R52
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 231, <b>231</b> , 269, <b>269</b> , 329, <b>329</b> , R52, R55 <b>Standards Support and Enrichment</b> • Understanding Word Relationships
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 239, <b>239</b> , R52, R55 <b>Standards Support and Enrichment</b> • Connotation and Denotation

CCSS Standards		HMH Collections (TE pages in BOLD)
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>2, 2, 5, 15, 15, 18, 35, 35, 38, 43, 49, 49, 52, 57, 57, 60, 63, 63, 67, 67, 72, 72, 75, 91, 91, 94, 97, 97, 100, 107, 115, 115, 118, 127, 127, 129, 129, 133, 133, 138, 138, 141, 155, 155, 159, 172, 183, 183, 187, 195, 195, 198, 201, 201, 205, 205, 210, 210, 213, 221, 221, 225, 231, 231, 234, 239, 239, 242, 247, 247, 252, 252, 255, 264, 269, 269, 273, 279, 279, 282, 287, 294, 300, 303, 303, 307, 307, 312, 312, 315, 329, 329, 337, 343, 343, 347, 358, 364, 371, 371, 373, 373, 377, 377, R52–R56, R54</b>