A Correlation of

SCOTT FORESMAN

Reading STREET

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to the

Indiana
Common Core State Standards
for English Language Arts
Grade Six
INTRODUCTION


*Scott Foresman Reading Street* is a comprehensive reading program for Kindergarten through Grade Six 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 Comprehension.

**Assessment**

*Reading Street* begins the year with the Baseline Group Test to make initial grouping decisions. Daily and Weekly assessment allow teachers to monitor students’ progress at different critical points of instruction. The Unit Benchmark Test measures students’ mastery of target skills taught throughout the unit. The End-of-Year Benchmark Test measures students’ mastery of target skills taught throughout the six units of the program.

**Writing on Reading Street**

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

**Differentiated Instruction for Group Time**

*Reading Street* instruction 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.

**ELL Instruction**

Daily support for English language learners can be found in the Differentiated Instruction feature in the *Reading Street* Teacher’s Edition, as well as daily lessons for the ELL group. They offer pacing suggestions for the week and scaffolded instruction for the week’s target skills and strategies. An ELL Reader reinforces the weekly concept and vocabulary while building language and fluency.

**Literacy**

*Reading Street* provides what teachers need to organize and carry out a customized literacy program. Planning guides and instructional lessons help teachers plan and implement lessons. Teachers can select from a rich array of readers to match texts to students.

**21st Century Skills**

Technology on *Scott Foresman Reading Street* can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.
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**Reading Standards for Literature**

### Key Ideas and Details

#### Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **SE/TE 1:** 52, 72, 100, El•18; 2: 388–389, 408
  - **TE 1.1:** 51c, 52–53, 62–63, 63a, 81c, 89a, 99a, 107l–107m; **1.2:** 139c; **2.2:** 267c, 295h, 295l–295m; **3.1:** 331c; **3.2:** 449c, 479l–479m; **4.2:** 111c, 141l–141m; **5.1:** 241c, 263l–263m; **6.1:** 329c, 340–341, 341a, 353l–353m, 387c, 395a, 400–401, 401a, 402c, 403a, 406–407, 407a, 417l–417m

The program’s Comprehension strand develops skills and strategies that enable students to use textual evidence in analyses of texts. In addition, students must cite textual evidence to support many of their answers to Think Critically questions at the end of each Student Edition selection and to Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lesson for the selection.

#### Literature 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- **SE/TE 1:** 52, 450; 2: 184–185
  - **TE 1.1:** 51c, 62–63, 63a, 64c, 65a, 68–69, 69a, 70–71, 79l–79m, 81c; **2.2:** 284–285a; **3.2:** 421c, 447l–447m, 449c, 461a; **5.1:** 183c, 190–191, 191a, 193a, 196–197, 197a, 202–203, 203a

**Unit 3 Week 5 Tab Side 2:** Use with Genre, SE/TE pp. 476–477

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**Notes:**
- **SE** = Student Edition; **TE** = Teacher’s Edition;
- **RWN** = Reader’s & Writer’s Notebook
Continued

As part of their analysis of a literature selection, students are taught to recognize the theme or central idea of the text as well as the details that convey or support that theme or central idea; to identify the main literary elements, including characters, settings, plot, and theme; and to describe these briefly in their own words. The Comprehension strand includes lessons on literary elements and the questions in both the Student Edition and Teacher’s Edition help students analyze theme. Students also relate selections to unit themes and questions of the week as well as identify the story’s theme. (See, for example, \textbf{TE 1.1}: 79f–79g.)

\textbf{SE/TE 1:} 82–83; \textbf{2:} 184–185

\textbf{TE 1.1:} 81c; \textbf{5.1:} 183c. The Comprehension strand also includes lessons on how to use the strategy of summarizing. Students learn how to extract the most important ideas or events from a literary selection and restate them in their own words. Students are presented with opportunities to summarize in Think Critically questions at the end of the selection in the Student Edition and in Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lesson for the selection.

\textbf{Literature 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.

\textbf{SE/TE 1:} 22, 286, EI•22; \textbf{2:} 184–185

\textbf{TE 1.1:} 21c, 24d, 49i–49m; \textbf{2.2:} 267c, 284–285a, 287a; \textbf{3.1:} 331c, 334d, 344–345, 345a, 359i–359m; \textbf{3.2:} 424d, 449c, CL12–CL13; \textbf{5.1:} 183c, 186d, 190–191, 191a, 193a, 196–197, 197a, 202–203, 203a, 213l–213m, 241c, 263l–263m; \textbf{6.1:} 390d
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<th>Indiana Common Core State Standards for English Language Arts - Grade Six</th>
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<td>Continued</td>
<td>Story structure and the literary elements of character, setting, and plot are major strategies and skills in the program and as such are well covered in the Student Edition and the Teacher’s Edition. Student Edition lessons and accompanying Teacher’s Edition lessons teach students how to identify a story’s or drama’s plot and the characters’ roles within the plot. Think Critically questions in the Student Edition and Teacher’s Edition check students’ ability to describe the stages of development in a plot (rising action, climax, resolution) and to recognize how the plot affects the characters.</td>
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**Craft and Structure**

**Literature 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.

The program teaches a variety of strategies and skills in the Vocabulary strand that students can use to determine the meanings of words and phrases they come across in their reading: word structure (including Greek and Latin roots, prefixes, suffixes), context clues (including synonyms, antonyms, multiple-meaning words), and dictionaries and glossaries. See the following representative pages:

**SE/TE 1:** 54–55, 78, 206–207, 230, 394–395, 418; **2:** 146–147, 174, 294–295, 320

**TE 1.1:** 54e, 79a, 79h; **2.1:** 206e, 231a, 231h; **3.1:** 394e, 419a, 419h; **4.2:** 146e, 175a, 175h; **5.2:** 294e, 321a, 321h

**Unit 5 Week 3 Tab Side 2:** Use with Literacy Terms, TE p. 244d; SE/TE pp. 248-249

Explicit instruction in identifying and differentiating figurative language, including similes and metaphors, is
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<td>Continued</td>
<td>provided in Teacher’s Edition Literary Terms lessons.</td>
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<td>TE 1.1: 54c; 1.2: 112d, 170–171, 172–173, 173a; 3.1: 334c, 334d, 347a, 349a, 364d, 383b–383c; 3.2: 424d, 481a; 4.1: 43b–43c; 4.2: 146c, 146d; 5.1: 186d, 244d, 249a; 5.2: 268c, 325a; 6.1: 390d, 403a; 6.2: 454c</td>
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<td>In addition, the topic Shades of Meaning is explored in Word Analysis lessons.</td>
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<td>Questions that accompany and follow selections in either the Student Edition or the Teacher’s Edition often focus on determining meaning or analyzing an author’s word choice. (See, for example, TE 1.1: 89a, 90–91, 96–97.)</td>
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<td><strong>Literature 5.</strong> 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.</td>
<td><strong>SE/TE 1:</strong> 22–23, 52–53, 268–269, 450–451; <strong>2:</strong> 184–185, 242–243</td>
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<td><strong>TE 1.1:</strong> 21c, 24d, 49h, 49l, 51c, 54d, 79h, 79l; <strong>2.2:</strong> 267c; <strong>3.2:</strong> 449c; <strong>5.1:</strong> 183c, 186d, 213h, 213l, 241c</td>
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<td><strong>Unit 2 Week 4 Tab Side 2:</strong> Use with Literary Terms, TE p. 270d; SE p. 276</td>
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<td>Story structure and the literary elements of theme, setting, and plot are important Comprehension skills and strategies that are covered in lessons throughout the program. Students are taught to analyze a story’s, play’s, or poem’s structure, or the way the literary work is organized, by looking for specific details that reveal the theme, setting, and plot. Questions that accompany the selections often focus on story structure and the literary elements of theme, setting, and plot. (See, for example, SE/TE 1: 40, 286, 472; SE = Student Edition; TE = Teacher’s Edition; RWN = Reader’s &amp; Writer’s Notebook.)</td>
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### Literature 6

Explain how an author develops the point of view of the narrator or speaker in a text.

A Literary Terms lesson in the Teacher’s Edition relates point of view to a story, emphasizing the use of words to convey how the narrator, who is part of the story, feels and reacts. Use this lesson as a springboard to identifying the different points of view:

- **First person:** Narrator is a character.
- **Third person omniscient:** Narrator is not part of the story and knows everything that happens and everything that every character thinks and feels.
- **Third person limited omniscient:** Narrator is outside the story and knows what one or a select few of the characters think and feel.
- **Third person objective:** Narrator is outside the story and tells only what the characters say and do, not what they think and feel.

As students read selections, such as *Old Yeller* (first-person point of view; older brother of Arliss, a five-year-old boy), have them identify the narrator and help them note techniques the author uses, such as word choice, to establish the character of the narrator. The following questions can be asked as students analyze the text:

- **Who is the narrator (speaker) of this story (poem)?**
### Indiana Common Core State Standards for English Language Arts - Grade Six

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Continued

- Is the story told from first-person point of view or third-person point of view? How do you know?
- Does the narrator express a viewpoint about the action or characters? If so, what techniques does the author use to convey the viewpoint?
- How would the story differ if told from a different point of view?

### Integration of Knowledge and Ideas

**Literature 7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- **SE/TE 1:** 295, 479; **2:** 141
- **TE 1.1:** 21c; **2.2:** 295a; **3.2:** 421c, 479a; **4.2:** 141a
- **Unit 4 Week 3 Tab Side 2:** Use with Genre, SE/TE pp. 106–107

The program’s Listening and Speaking strand asks students to create dramatizations or participate in Readers’ Theater using selections they have read. These activities provide opportunities for students to compare and contrast reading the story to listening to and viewing the story.

In addition, the following activity can be used with any literary selection in the program:
- After students have finished reading the story, drama, or poem, discuss the experience with them. List their ideas.
- Record audio of you or one or more of your students reading the selection. Have students listen to the audio recording. You may also wish to have a group of students perform part or all of the story, drama, or poem. Have students listen to and
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| Continued | watch the live version.  
• Discuss with students how listening to or viewing the selection is similar to and different from reading the selection. |
| 8. (Not applicable to literature) | N/A |
| Literature 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | SE/TE 1: 47, 77, 135, 167, 229, 357, 387, 445, 477; 2: 47, 107, 211, 237, 261, 319, 351, 415  
TE 1.1: 47a, 77a; 1.2: 135a, 167a; 2.1: 229a; 3.1: 357a, 387a; 3.2: 445a, 477a; 4.1: 47a, 107a; 5.1: 211a, 237a, 261a; 5.2: 319a; 6.1: 351a, 415a  
Unit 3 Week 4 Tab Side 2: Use with Let’s Write It! SE pp. 442-443; Genre, SE p. 444 |
<p>| Range of Reading and Level of Text Complexity |</p>
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**Continued**

Lessons focus on accuracy, rate, phrasing, and expression. Each subskill is applied to an appropriate selection. Additionally, the Differentiated Instruction pages continue skill development as students read the Concept Literacy Reader; ELL Reader; ELD Reader; and the Below-Level, On-Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages that follow each selection. See **TE 1.1**: DI•6, DI•11, DI•15, DI•31, DI•36, DI•40 for examples of the Readers for the first two fiction selections in Unit 1.

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### Reading Standards for Informational Text

**Key Ideas and Details**

| Informational Text 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **SE/TE 1**: 256; **2**: 84–85, 102, 280, 314, 330–331  
**TE 1.2**: 109c; **2.1**: 177c, 193a, 203c; **3.1**: 361c, 289l–289m; **4.1**: 83c, 94–95, 101a; **5.2**: 272–273, 273a, 291c, 299a, 301a; **6.2**: 419c, 449l–449m, 451c  
**Unit 6 Week 1 Tab Side 2**: Use with Genre, TE p. 350c; SE/TE pp. 350–351 |
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The program’s Comprehension strand develops skills and strategies that enable students to use textual evidence in analyses of texts. In addition, students must cite textual evidence to support their answers to many of the Think Critically questions at the end of each Student Edition selection and to Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lesson for the selection.
### Informational Text 2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**SE/TE 1:** 110, 128, 178–179, 194, 204; **2:** 266–267, 420–421

**TE 1.2:** 109c, 117a, 119a, 120–121, 121a, 129a; **2.1:** 177c, 184–185, 185a, 184–185, 185a, 190–191, 191a, 201l–201m, 203c, 210–211, 211a, 218–219, 219a, 231l–231m; **2.2:** 297c; **3.1:** 361c; **4.1:** 21c, 30–31, 31a, 34–35, 35a, 38–39, 39a; **5.2:** 265c, 272–273, 273a, 287a, 289l–289m; **6.2:** 419c, 430–431, 431a, 431d–431e, 451c, 475l–475m

**Unit 1 Week 5 Tab Side 2:** Use with Genre, SE/TE pp. 164–167

The program provides explicit instruction in the Comprehension skill of identifying main idea and supporting details and in a Comprehension strategy for understanding important ideas. The Think Critically questions at the end of Student Edition selections and Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lessons for the selections often require students to identify important ideas and analyze the development of the ideas in texts.

**SE/TE 1:** 298–299; **2:** 168–169

**TE 2.2:** 297c; **4.2:** 168–169, 169a, 169b

The Comprehension strand also includes lessons on how to use the strategy of summarizing with both fiction and nonfiction texts. In the above lessons, students learn how to extract the most important ideas from an informational text and restate them in their own words. Students are presented with opportunities to summarize in Think Critically questions at the end of the selection in the Student Edition and in Extend
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<td><strong>Continued</strong></td>
<td>Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lesson for the selection.</td>
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| **Informational Text 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). | Every informational text selection in the program has Think Critically questions in the Student Edition and Extend Thinking/Think Critically questions in the Teacher’s Edition. These questions guide students as they identify and analyze the development of the important people, events, and ideas in the selection. See the following representative pages for the first three informational text selections in the program:  
**SE/TE 1:** 128, 194, 224  
**TE 1.1:** 117a, 119a, 120–121, 122c, 122–123, 125a, 126–127; **2.1:** 184–185, 190c, 190–191, 193a, 210–211, 214c, 218–219, 222–223; **3.1:** 391c, 419l–419m; **4.1:** 83c, 109l–109m; **5.2:** 265c |
| In addition, the Guide Comprehension Skills and Strategies instruction that accompanies each informational text selection in the Teacher’s Edition helps students build the skills and strategies they need to recognize the key elements and analyze the overall structure of not only that text but any informational text they may encounter. |
| **Craft and Structure**                                       | The program provides lessons explicitly discussing the use of technical and figurative language as well as identifying shades of meaning and using context to determine meaning. In addition, each selection lesson plan contains *Amazing Words*, which are content words related to |

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**RWN** = Reader's & Writer's Notebook
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**Continued**

The words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words. See the following representative pages:

- **TE 1.1**: 109a, 112b, 122b, 132b;
- **2.1**: 177a, 179a, 180b, 190b, 198b, 221a;
- **2.2**: 297a, 300b, 300d, 310b, 320b;
- **5.1**: 215a, 218b, 218d, 218e–218f, 224–225, 227d, 228b, 236b;
- **5.2**: 265a, 268b, 268c, 268e–268f, 276b, 278–279a, 284b, 289a;
- **6.1**: 332d

#### Unit 2 Week 5 Tab Side 2: Use with Genre, SE/TE pp. 164–167

**Informational Text 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.

| Unit 4 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 44–45 |
| Unit 5 Week 1 Tab Side 2: Use with Genre, TE p. 210c; SE/TE pp. 210–211 |

Text structure is an important Comprehension strategy that is covered in lessons throughout the program. Students are taught to analyze an informational text’s overall structure by looking for specific text
Continued

structures, or ways information is organized in the text. Text structures include cause and effect, compare and contrast, description and definition, main idea and details, and sequence of events. The Student and Teacher’s Editions include selection questions that focus on the text structure presented in the lesson. (See, for example, **SE/TE 1**: 256; **2**: 70, 232; and **TE 2.1**: 240–241, 244–245, 246–247, 252–253; **4.1**: 58–59, 68–69; **5.1**: 230–231.) In addition, the program discusses the author’s purpose, which contributes to the choice of text structure, and text and graphic features, which are also used to develop and clarify ideas.

**Informational Text 6.** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**SE/TE 2**: 52–53, 144–145  
**TE 4.1**: 51c, 81h, 81l–81m; **4.2**: 143c, 169b, 175h, 175l–175m  
**Unit 6 Week 2 Tab Side 2**: Use with Literary Terms, TE p. 358d

The program provides explicit instruction in identifying an author’s point of view or purpose in an informational text in the Comprehension strand. Think Critically questions at the end of the relevant Student Edition selections and Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lessons for those selections ask students to determine the author’s purpose or point of view and to explain the details they used to identify it. (See, for example, **SE/TE 2**: 70, 166; and **TE 4.1**: 59a, 62–63, 64c, 66–67; **4.2**: 150–151, 155a, 158c, 160–161, 164–165
### Integration of Knowledge and Ideas

#### Informational Text 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.

Every informational text in the program is accompanied by graphic sources that visually or quantitatively support or extend the information presented in the written text. These graphic sources include photographs, illustrations, maps, diagrams, timelines, charts, and graphs.

**SE/TE 1:** 234–235, El•8–El•9, 298–299; **2:** 356–357

**TE 1.1:** 41c; **1.2:** 129c; **2.1:** 233c, 236d, 257c, 265h, 265l–265m; **2.2:** 297c, 300d, 323h, 323l–323m; **3.1:** 391c; **4.1:** 41c; **5.1:** 207c, 257c; **6.1:** 355c, 377c, 385h, 385l–385m

**Unit 2 Week 3 Tab Side 2:** Use with 21st Century Skills, SE pp. 414–417

**Unit 3 Week 3 Tab Side 2:** Use with 21st Century Skills, SE pp. 414–417

In the Comprehension skill lessons and Research and Study Skills lessons referenced above, students learn how to identify a variety of graphic sources, interpret the information given in them, and use that information, along with written information, to better understand the topic or issue in what they are reading. Also, Think Critically questions at the end of the relevant Student Edition selections and Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lessons for those selections ask students to analyze the role of the graphic sources in the selections.

(See, for example, **SE/TE 1:** 256, 316; **2:** 376; and **TE 2.1:** 243a, 244–245, 246c, 247a, 248–249, 250–251, 252–253; **2.2:** 304–305, 310c, 312–
### Continued

When an opportunity presents itself, use video or multimedia resources to reinforce students’ understanding of topics. For example, after reading *Saving the Rain Forests*, show a news video or an Internet program on conserving the rainforests. Discuss the differences in the information and the way it is presented in the Student Edition selection and the video.

### Informational Text 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.

Students are introduced to the specific features of the persuasive text genre in the lesson referenced above. They identify the argument in the provided persuasive text and evaluate the claims the author makes, looking for reasons and evidence that support these claims. Students also learn about supported and unsupported claims as they write their own persuasive texts, including reviews, advertisements, letters to the editor, and persuasive essays and speeches.

### Informational Text 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).

Reading Across Texts and Writing Across Texts questions and activities in the Student Edition give students opportunities to compare and contrast two texts that have a related topic.
Continued

but are different in other ways. Additional questions in the Teacher’s Edition also help students compare information from different sources. On some Meet the Author pages in the Student Edition, references to other works on the same topic are given. (See, for example, SE/TE 2: 133.) Encourage students to read a topic-related selection and to compare the presentations of the two authors on the same topic.

Range of Reading and Level of Text Complexity

Informational Text 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.

Every nonfiction selection provides opportunities to read an informational text independently, proficiently, and fluently. Routines and practice techniques appear on the Student Edition pages with application activities included in the accompanying Teacher’s Edition lessons. See the following representative pages for a nonfiction selection:

SE/TE 1: 299, 301
Lessons focus on rate, phrasing, punctuation cues, and expression. Each subskill is applied to appropriate selections with a variety of independent reading activities. Additionally, the Differentiated Instruction pages continue skill development as students read the Concept Literacy Reader; ELL Reader; ELD Reader; and the Below-Level, On-Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages that follow each selection. See TE 2.2: DI•106, DI•111, and DI•115 for examples of the Readers for a nonfiction selection.

**Writing Standards**

**Text Types and Purposes**

**Writing 1.** Write arguments to support claims with clear reasons and relevant evidence.

| TE 2.1: | 179e–179f, 189e–189f, 196–197, 197a–197c; 2.2: 299e–299f; 5.1: 227d–227e, 235a–235b; 5.2: CW•11–CW•20; 6.2: 453e–453f, 459d–459e, 466–467, 467a–467c |

The Let’s Write It! pages in the Student Edition present several kinds of persuasive writing opportunities. Students write movie reviews, advertisements, letters to the editor, and job application essays. The Writing sections in the accompanying Teacher’s Edition lessons identify features of persuasive writing and guide students as they write their own persuasive texts. In addition, the Customize Writing/Writing Process.
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<td>(CW) pages guide students through a five-stage writing process, from writing prompt to finished product. One of these products is a Persuasive Essay. Reader’s and Writer’s Notebook pages provide the models, graphic organizers, and activities that accompany the pages.</td>
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**Writing 1.a.** Introduce claim(s) and organize the reasons and evidence clearly.

| TE 2.1: 179e–179f, 189d–189f, 196–197a, 197b–197c, 201d–201e, 201p–201q; 2.2: 299e–299f | 
| 5.1: 227d–227e, 235a–235b; 5.2: CW•11, CW•12–CW•13, CW•15–CW•16; 6.2: 453e–453f, 467a–467c |

The Let’s Write It! Student Edition pages and Teacher’s Edition lessons remind students of the need to organize their claims, reasons, and evidence when writing persuasive texts. RWN pages provide a graphic organizer to help students with their organization.

**Writing 1.b.** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

| TE 1.2: 111e–111f, 121d–121e, 131a–131c, 137d–137e, 137p–137q; 2.1: 196–197, 197a–197c; 5.1: 216e–216f, 227d–227e, 235a–235c, 239d–239e, 239p–239q; 5.2: CW•11–CW•20; 6.2: 453e–453f, 459d–459e, 466–467, 467a–467c, 475d–475e, 475p–475q |

The Let’s Write It! Student Edition pages and Teacher’s Edition lessons encourage students to look for valid facts and details when researching their topics and to focus on those that best support their claims. The CW pages, RWN pages, and Look Back
**Indiana Common Core State Standards for English Language Arts - Grade Six**

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Continued and Write prompts all remind students that the use of strong supporting evidence is a key feature in persuasive writing.

**Writing 1.c.** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**TE 5.2:** 289d–289e, 321d–321e; CW•11–CW•20

The program’s Writing strand includes revising stages in both the daily Writing sections and the CW pages. During revising, students are encouraged to look for ways to make their writing more coherent and effective. Strategies for revising include adding and deleting words and phrases and combining sentences for clarity. Encourage students to revise their persuasive writing using words, phrases, and clauses to make clear the relationships among their claims and reasons.

**Writing 1.d.** Establish and maintain a formal style.

**SE/TE 1:** 196–197, 318–319; **2:** 234–235, 466–467

**TE 1.1:** 112d, 137i; **2.1:** 189e, 197a, 197b; **2.2:** 309e, 319a, 319b; **4.1:** 86d, 109i; **5.1:** 218d, 227e, 235a, 235b, 239i; **5.2:** CW•15–CW•18; **6.2:** 422d, 449i, 459d, 467a, 475d

Because authors of persuasive texts are trying to convince readers to agree with them, they generally use a formal style in their writing. Authors often establish and maintain this formal style through their sentence structures, word choice, voice, and tone. The first three elements are writing traits that are discussed throughout the Writing strand in the program. Literary Terms lessons cover tone (the author’s attitude toward the topic) and related topics.
### Indiana Common Core State Standards for English Language Arts - Grade Six

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<td>such as persuasive devices (loaded words) and formal and informal language. During the revising stages of the weekly Writing sections and the Customize Writing/Writing Process pages, students are reminded to check the elements that make up their style to make sure it is appropriate for and consistent throughout their writing.</td>
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**Writing 1.e.** Provide a concluding statement or section that follows from the argument presented.

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<tr>
<th>SE/TE 1: 130–131; 2: 234–235</th>
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<td><strong>TE 1.2:</strong> 121d–121e, 130–131, 137d, 137e; 5.1: 217e–217f, 227d–227e, 235a–235c, 239d–239e, 239p–239q; 5.2: CW•11, CW•14, CW•16, CW•18, CW•20</td>
</tr>
<tr>
<td>In the program, writing lessons as well as models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as part of the structure of their persuasive writing. CW pages for a Persuasive Essay identify a conclusion as a key feature of the essay. To reinforce the need for a conclusion, encourage students to practice writing a summarizing sentence about their argument and claims that they could use to conclude their writing.</td>
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**Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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<td><strong>TE 1.2:</strong> 121d–121e, 130–131, 131b–131c, 137d–137e; 2.2: CW•11–CW•20; 3.1: 333e–333f, 352–353, 359d–359e, 363e–363f, 393e–393f, 412–413, 419d–419e; 3.2: CW•11–CW•20; 4.2: 145e–145f, 168–169, 169b, 175d–175e; 5.1: 185e–185f, 185g–185h</td>
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**SE = Student Edition; TE = Teacher's Edition; RWN = Reader’s & Writer’s Notebook**
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<td></td>
<td>The Let’s Write It! pages in the Student Edition present many kinds of expository, or informative/explanatory, writing, including biography, description, summary, cause-and-effect essay, and news article. The daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they state the topic and organize their ideas in a way that is logical for the kind of expository writing. Also, the Customize Writing/Writing Process (CW) pages guide students through a five-stage writing process, from expository writing prompt to finished product, to write a compare-and-contrast essay and a research report. Reader’s and Writer’s Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher’s Edition lessons and CW pages.</td>
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**Writing 2.a.** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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<td><strong>TE 1.2:</strong></td>
<td>121d–121e, 130–131, 131b–131c, 137d–137e; <strong>2.1:</strong> 227a–227c; <strong>2.2:</strong> CW•11–CW•20; <strong>3.1:</strong> 393e–393f, 412–413, 419d–419e; <strong>3.2:</strong> CW•11–CW•20; <strong>4.2:</strong> 145e–145f, 157d–157e, 168–169, 169b–169c, 175d–175e, 175p–175q; <strong>5.1:</strong> 185e–185f, 199d–199e, 208–209, 209a–209c, 213d–213e, 213p–213q, CW•6; <strong>5.2:</strong> 267e–267f, 282–283, 289d–289e, 293e–293f, 305d–305e, 316–317, 317a–317c, 321d–321e, 321p; <strong>6.1:</strong> 357e–357f, 378–379a, 379b, 385d–385e; <strong>6.2:</strong> 421e–421f, 431d–431e, 442–443, 443a–443c, 449d–449e, 449p–449q, CW•11–CW•20</td>
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The Writing lessons in the Student and Teacher’s Editions always begin by guiding students through the process of choosing and narrowing a topic for their writing. Graphic organizers are provided to help them gather and organize their ideas and information in a logical way. Whenever appropriate for the writing form, students are reminded to consider including text and graphic features and multimedia. In addition, Text Structure lessons in the Teacher’s Edition discuss the different kinds of text structures used in informative/explanatory writing. (See, for example, **TE 3.1:** 364d.) These lessons provide information about the structures that students can apply to their own writing.
Writing 2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.


The Teacher’s Edition lessons help students focus on the facts, details, and examples they use to develop their topic as they fill out a graphic organizer and study a topic pertinent to the writing form, such as Focusing Your Ideas or Developing a Main Idea Chart. The CW pages, RWN pages, and Look Back and Write prompts all remind students that the development of the topic through facts, details, and examples is a key feature in expository/informative/explanatory writing. See, for example, TE 3.2: CW•11–CW•20, the CW pages for a Compare-and-Contrast Essay.
**Writing 2.c.** Use appropriate transitions to clarify the relationships among ideas and concepts.

**SE/TE 1:** 130–131, 352–353  
**TE 1.2:** 121d–121e, 131b, 137d–137e; **2.2:** CW•16, CW•18; **3.1:** 353a–353b, 359d–359e; **6.1:** CW•7

The Student Edition writing checklists may offer suggestions for signal words, or transitions, students can use to better connect ideas. The Teacher’s Edition lessons provide mini-lessons on topics pertinent to the particular writing form, such as Using a Time Line or Creating a Cause-and-Effect Chart, that encourage students to think about how to organize their ideas in ways that make sense.

Students revise their drafts on Day 4 in the Teacher’s Edition lessons. Adding or deleting details; reorganizing sentences or paragraphs; and adding words, phrases, or sentences are strategies that are suggested to and discussed with students during the revising step. Also, as part of Peer Revision, students can point out places in their partners’ drafts where transitional words, phrases, or sentences can be added to better join related ideas and information.

In addition, lessons on Text Structure, such as Cause and Effect (See **TE 5.2:** 294d.), identify signal or transition words that students can use in their own writing to link ideas and improve the flow of their writing.
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<th>Indiana Common Core State Standards for English Language Arts - Grade Six</th>
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<td><strong>Writing 2.d.</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>TE 1.2: 137d–137e; 2.2: CW•16, CW•17, CW•18; 4.2: 175d–175e; 5.1: 213d–213e; 5.2: 289d–289e, 321d–321e; 6.2: 449d–449e, CW•18  <strong>Unit 5 Week 5 Tab Side 2:</strong> Use with Literary Terms, TE p. 249b; SE/TE p. 304  Word choice is emphasized throughout the Student Edition and Teacher’s Edition lessons for writing informative/explanatory texts. Using models and instruction, lessons guide students to use language and vocabulary that is appropriate for the particular expository writing form. Ask students to examine their word choices when they revise their writing and to think about whether they have chosen the clearest, most precise words to tell about their topic.</td>
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<td><strong>Writing 2.e.</strong> Establish and maintain a formal style.</td>
<td>SE/TE 1: 130–131, 352–353, 382–383; 2: 104–105, 168–169, 282–283, 316–317, 442–443  TE 1.2: 121e, 131a; 3.1: 345d, 353a, 371e, 383a; 4.1: 86d, 109i; 4.2: 95e, 105a, 157e, 169a; 5.1: 218d, 239i; 5.2: 275e, 283a, 289d, 305e, 317a; 6.2: 422d, 431e, 443a, 449i  Because authors of informative/explanatory texts want readers to listen to and accept what they say, they generally use a formal style in their writing. Authors establish and maintain this formal style through their sentence structures, word choice, voice, and tone. The first three elements are writing traits that are discussed throughout the Writing strand in the program. Literary Terms lessons cover tone (the author’s attitude</td>
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Writing 2.f. Provide a concluding statement or section that follows from the information or explanation presented.

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
**Indiana Common Core State Standards for English Language Arts - Grade Six**

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<td>134–135a, 114d, 141d–141e, 141i, 141p–141q, CW•11–CW•20; <strong>5.1:</strong> 243e–243f, 258–259a, 259b; <strong>6.1:</strong> 349b</td>
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<td>The Let’s Write It! pages in the Student Edition present a variety of narrative writing forms, including personal narrative, mystery, fantasy, folk tale, tall tale, drama, imaginative story, and parody. The daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they organize their ideas, taking into consideration the elements of the particular kind of narrative writing. Also, the Customize Writing/Writing Process (CW) pages guide students through a five-stage writing process, from narrative writing prompt to finished product, to write a personal narrative and an adventure story. Reader’s and Writer’s Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher’s Edition lessons and CW pages.</td>
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**Writing 3.a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

| **SE/TE 1:** 42–43, 162–163, 412–413, 474–475; **2:** 72–73, 134–135, 258–259 |
| **TE 1.1:** 23e–23f, 31d–31e, 42–43a, 43b–43c, 49d–49e, CW•1–CW•10; **1.2:** 141e–141f, 151d–151e, 162–163a–163c, 169d–169e, 169p, CW•11–CW•20; **2.1:** 205e–205f, 213d–213e, 227a–227c, 231d–231e, 231p–231q; **3.1:** 393e–393f, 403d–403e, 412–413a, 413a–413c, 419d–419e, 419p–419q; **3.2:** 451e–451f, 474–475a, 479d–479e; **4.1:** 23e–23f, |
### Indiana Common Core State Standards for English Language Arts - Grade Six

| Continued | 35d–35e, 43a–43c, 49d–49e, 49p–49q, 53e–53f, 63d–63e, 72–73c, 81d–81e, 81p–81q, CW•6; **4.2:** 113e–113f, 125d–125e, 134–135c, 141d–141e, 141p–141q, CW•11–CW•20; **5.1:** 243e–243f, 258–259a

The Let’s Write It! pages in the Student Edition and accompanying Teacher’s Editions lessons remind students to plan out the characters, setting, and plot of their story before they begin writing and to introduce these literary elements at the beginning of their story.

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### Writing 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

| Continued | **SE/TE 1:** 42–43, 288–289, 474–475 **TE 1.1:** 24d, 49i, 43b, 49d, 84d, 107i, 93e; **1.2:** 141e–141f, 151d–151e, 163a–163c, 169d–169e, 169p; **2.1:** 236d, 265i, CW•6; **2.2:** 269e–269f, 270d, 281d–281e, 289a–289c, 295d–295e, 295i. 295p; **3.2:** 423e–423f, 433d–433e, 443a–443c, 447d–447e, 447p, 452d, 479i; **4.1:** 95d–95e, CW•16; **4.2:** 113e–113f, 114d, 141i, 125d–125e, 135a–135c, 141d–141e, 141p–141q, CW•15–CW•16; **5.1:** 243e–243f, 251d–251e, 259a–259c, 263d–263e, 263p–263q; **6.1:** 331e–331f, 341d–341e, 349a–349c, 353d–353e, 353p–353q

The writing activities in the Student Edition and the writing lessons in the Teacher’s Edition point out and explain various narrative techniques in the models that students can then use in their writing. In addition, the Literary Terms sections present information about narrative techniques, such as dialogue, point of view, mood, flashback, and foreshadowing.
<table>
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<th><strong>Indiana Common Core State Standards for English Language Arts - Grade Six</strong></th>
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<tr>
<td><strong>Writing 3.c.</strong> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
<td><strong>TE 1.1:</strong> 31d–31e, CW•6; <strong>1.2:</strong> 164c, 169d–169e, CW•14, CW•15, CW•16, CW•17, CW•18; <strong>3.1:</strong> 412–413; <strong>4.1:</strong> 53e–53f, 72–73, 73b, 81d–81e, CW•5; <strong>4.2:</strong> CW•11, CW•15, CW•18 Text Structure lessons, such as Sequence of Events (See <strong>TE 3.1:</strong> 364d), identify signal or transition words that students can use in their own writing to link ideas and show relationships. Before students begin revising a narrative they have written, such as a mystery, the writing project for the selection <em>The Emperor’s Silent Army</em> (See <strong>TE 2.1:</strong> 231d–231e), make a list of transition words, phrases, and clauses that signal sequence or shifts in time or location. Suggest that students refer to the list as they revise their narratives.</td>
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<tr>
<td><strong>Writing 3.d.</strong> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
<td>Both the Student Edition and Teacher’s Edition narrative writing lessons emphasize the importance of word choice in writing. See the following representative pages: <strong>SE/TE 1:</strong> 42–43, 102–103, 288–289, 474–475; <strong>2:</strong> 42–43 <strong>TE 1.1:</strong> 23e, 31d, 43b, 49d, 79d, 83e, 93e, 103b, CW•16, CW•18; <strong>1.2:</strong> CW•15–CW•16; <strong>2.1:</strong> 227a–227c; <strong>2.2:</strong> 281d, 289b; <strong>3.2:</strong> 451e–451f, 461d–461e, 475a–475c, 479d–479e, 479p; <strong>4.1:</strong> 23e–23f, 35d–35e, 43a–43c, 49d–49e, 49p–49q, 53e–53f, 54d, 63d–63e, 73a–73c, 81d–81e, 81p, CW•18; <strong>5.1:</strong> 243e–243f, 251d–251e, 259a–259c, 263d–263e, 263p–263q; <strong>6.1:</strong> 349b <strong>Unit 4 Week 2 Tab Side 2:</strong> Use with Literary Terms, TE p. 54c; SE pp. 58–59 In addition to discussing specific examples of concrete and sensory</td>
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<td>words and phrases in models in the Student Edition and the Teacher’s Edition, a lesson may focus on word choice, for example, Vivid Verbs and Adjectives. (See TE 2.2: 281d.) In addition, Literary Terms lessons about figurative language and sensory words and details teach students to identify how authors use language effectively. (See TE 4.1: 54d; 6.1: 349b.) Students can then apply their understanding to their own writing.</td>
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### Writing 3.e.

Provide a conclusion that follows from the narrated experiences or events.

**SE/TE 2:** 72–73  
**TE 1.1:** CW•2, CW•6; **4.1:** 63e, 81d  
The drafting and revising steps of writing lessons as well as models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as an important part of the structure of their narrative writing. In addition, ask students to reread the conclusions of several favorite stories or books and note how these authors wrap up their narratives in satisfying ways. Suggest that students then evaluate how well their conclusion performs the same task.

### Production and Distribution of Writing

#### Writing 4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**TE 1.1:** 74–75a, 83e–83f, 93d–93e, 102–103c, 107d–107e, 107p–107q, CW•6; **1.2:** 111e–111f, 121d–121e, 130–131a, 141e–141f, 151d–151e, 163a–163c, 169d–169e, 169p, CW•14; **2.1:** 179e–170f, 189d–189e, 196–197, 197b–197c, 201d–201e, 201p–201q, 205e–205f, 213d–213e, 226–227, 231d–231e, 231p–231q, 235e–235f, 245d–245e, 259b–259c, 265d–265e, 265p–265q, CW•6; **2.2:** 299e–299f, 309d–309f, CW•16; **3.1:** 333e–333f, 345d–345e, 371d–371e,
Writing 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.

Many weekly writing lessons in the Student Edition and Teacher’s Edition and the unit CW lessons in the Teacher’s Edition are based on an approach that divides the writing process into five steps. Three of these steps are Plan, Revise, and Edit. In the weekly lessons, these three steps are presented on Days 2, 4, and 5, respectively.
Continued

Day 4 also includes Peer Revision during which student partners exchange drafts and offer ideas for strengthening each other’s writing. See the following representative pages:

**TE 1.1:** 43a–43b, 49d–49e, 53e–53f, 63d–63e, 75a–75c, 79d–79e, 79p–79q, 103a–103b, 107d–107e, 131a–131b, 137d–137e, 163a–163b, CW•2–CW•5, CW•7, CW•8–CW•9, CW•18; **1.2:** CW•11–CW•14, CW•17–CW•18, CW•19; **2.1:** CW•2–CW•5, CW•7, CW•8–CW•9; **2.2:** CW•11–CW•14, CW•17–CW•18, CW•19; **3.1:** CW•2–CW•5, CW•7, CW•8–CW•9; **3.2:** CW•11–CW•14, CW•17–CW•18, CW•19; **4.1:** CW•2–CW•5, CW•7, CW•8–CW•9; **4.2:** CW•11–CW•14, CW•17–CW•18, CW•19; **5.1:** CW•2–CW•5, CW•7, CW•8–CW•9; **5.2:** CW•11–CW•14, CW•17–CW•18, CW•19; **6.1:** CW•2–CW•5, CW•7, CW•8–CW•9; **6.2:** CW•11–CW•14, CW•17–CW•18, CW•19.

**Writing 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.


**TE 1.1:** 31b, 63b, 93b, 104c, 104–105a, CW•1, CW•3, CW•9, CW•10; **1.2:** 151b, CW•20; **2.1:** 189b, 213b, 239b, 260–261a, 262–263a, CW•8–CW•10, CW•10; **2.2:** 281b, 309b, CW•20; **3.1:** 345b, 414–415a, 416–417a, CW•1–CW•3, CW•9, CW•10; **3.2:** 461b, CW•20; **4.1:** 49b, 95b, CW•4, CW•7, CW•9, CW•10; **4.2:** 136–137a, 138–139a, CW•20; **5.1:** 199b, CW•1, CW•7–CW•10; **5.2:** 267e–267f, 275d–275e, 283a–283c, 284c, 284–285a, 286–287a, 289d–289e, 289p–289q, CW•20; **6.1:** 367b, CW•1, CW•4, CW•5, CW•8, CW•9, CW•10; **6.2:** 449b, 449q.
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<th>Unit 4 Week 4 Tab Side 2:</th>
<th>Use with 21st Century Skills, TE p. 136c; SE/TE pp. 136–139</th>
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At the midpoint of each unit are the Customize Writing/21st Century Writing pages. Like the Customize Writing/Writing Process pages, these writing pages follow a five-step writing process; however, they emphasize the use of technology to produce and publish writing, including the need for keyboarding skills. The 21st Century Writing projects for Grade 6 are Blogging, Podcasting, Discussion Forum, Story Starters, Video Project, and E–Newsletter.

### Research to Build and Present Knowledge

**Writing 7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Each Teacher’s Edition lesson contains a weekly research project. The topic of this research project is always tied to the Question of the Week and the topic of the main Student Edition selection. The research project is divided into five steps—Identify Questions, Navigate/Search, Analyze, Synthesize, and Communicate—and one step is presented on each of the five days in the lesson. Students begin by posing questions about the topic and end by presenting a brief report on the topic to their classmates. See the following representative pages from Unit 2:

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<th>TE 2.1:</th>
<th>179b, 189b, 195d, 201b, 201n, 205b, 213b, 225d, 231b, 231n, 235b, 245b, 257d, 265b, 265n; 2.2: 269b, 281b, 287d, 295b, 295n, 299b, 309b, 317d, 323b, 323n; 6.1: CW•2–CW•5</th>
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**SE = Student Edition; TE = Teacher's Edition; RNW = Reader's & Writer's Notebook**
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<th>Writing 8.</th>
<th>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.</th>
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<tr>
<td>**The weekly research project in each Teacher’s Edition lesson is divided into five steps. During the Navigate/Search step, students gather relevant information from sources on the Internet and in the library, take notes, and organize their information. During the Analyze and Synthesize steps, they review and focus their information. As students work on each project, they learn to scan, take good notes, analyze the credibility of their sources, paraphrase information to avoid plagiarism or credit the sources of quotations, and record information identifying their sources. See the following representative pages: TE 1.2: 121b, 151b; 2.1: 180d, 189b; 2.2: 281b, 309b; 3.1: 371b; 3.2: 461b; 4.1: CW•4; 4.2: 136c–136d, 136–137, 137a, 138–139; 5.1: 227b; 5.2: 268d, 284c, 284–285a, 286–287a; 6.1: 367b, 401b, CW•4, CW•5, CW•6; 6.2: 431b, 475b, CW•13, CW•16</td>
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<tr>
<td><strong>Unit 6 Week 4 Tab Side 2:</strong> Use with 21st Century Skills, SE/TE pp. 444–445, 446–447</td>
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<th>Writing 9.</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
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<td><strong>The Look Back and Write prompts at the end of the selections in the Student Edition ask students to write extended responses to questions about the selections. These questions require students to analyze and reflect on the texts they have read and to provide evidence from the texts to support their ideas. The accompanying Teacher’s Edition pages provide guidelines and scoring rubrics for evaluating students’ responses. Representative pages are shown below:</strong></td>
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**SE = Student Edition; TE = Teacher’s Edition; RWN = Reader’s & Writer’s Notebook**
<table>
<thead>
<tr>
<th><strong>Indiana Common Core State Standards for English Language Arts - Grade Six</strong></th>
<th><strong>Scott Foresman Reading Street ©2011</strong></th>
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<tbody>
<tr>
<td>Continued</td>
<td><strong>SE/TE 1</strong>: 40, 47, 72, 77, 128, 135, 225, 229, 286, 293, 321, 380, 387, 472, 477; <strong>2</strong>: 70, 79, 166, 173, 256, 261, 314, 319, 376, 383, 464, 473</td>
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<td><strong>TE 1.1</strong>: 41a, 47a, 63d–63e, 73a, 77a; <strong>1.2</strong>: 129a, 135a; <strong>2.1</strong>: 225a, 229a; <strong>2.2</strong>: 287a, 293a, 321a; <strong>3.1</strong>: 381a, 387a; <strong>3.2</strong>: 473a, 477a; <strong>4.1</strong>: 71a, 79a; <strong>4.2</strong>: 167a, 173a; <strong>5.1</strong>: 257a, 261a; <strong>5.2</strong>: 315a, 319a; <strong>6.1</strong>: 377a, 383a; <strong>6.2</strong>: 465a, 473a</td>
</tr>
<tr>
<td><strong>Writing 9.a.</strong> Apply grade 6 Reading standards to literature (e.g., &quot;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&quot;).</td>
<td><strong>SE/TE 1</strong>: 77, 135, 199, 229, 293, 387, 445, 477; <strong>2</strong>: 79, 173, 383, 473</td>
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<td><strong>TE 1.1</strong>: 44a; <strong>3.1</strong>: 384a, 387a; <strong>3.2</strong>: 444a; <strong>4.1</strong>: 44a; <strong>4.2</strong>: 170a; <strong>5.1</strong>: 210a, 260a; <strong>6.2</strong>: 444a</td>
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<td>The Look Back and Write prompts at the end of the literature selections in the Student Edition ask students to write extended responses to questions about the selections. These questions require students to analyze and reflect on the texts, provide evidence from the texts to support their ideas, and to demonstrate their knowledge of the key features of the genres. The accompanying Teacher’s Edition pages provide guidelines and scoring rubrics for evaluating students’ responses. In addition, the Reading Across Texts and Writing Across Texts questions in the Student Edition and the activities on the accompanying Teacher’s Edition pages give students opportunities to compare and contrast texts that are different forms or genres but have a related topic or theme.</td>
</tr>
<tr>
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<tr>
<td><strong>Writing 9.b.</strong> Apply grade 6 Reading standards to literary nonfiction (e.g., &quot;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&quot;).</td>
<td><strong>SE/TE 1:</strong> 194, 256; <strong>2:</strong> 40, 102, 166, 280, 314, 376, 440</td>
</tr>
<tr>
<td>The Look Back and Write prompts at the end of the nonfiction selections in the Student Edition ask students to write extended responses to questions about the selections. Students analyze and reflect on the texts, provide evidence from the texts to support their ideas, and demonstrate what they have learned about the key features of the genres. The accompanying Teacher’s Edition pages provide guidelines and scoring rubrics for evaluating students’ responses.</td>
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**Range of Writing**

**Writing.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.

Students complete weekly writing projects, which, because they take place over an extended time frame of five days, gives students time to research for, reflect on, and revise their writing. Also, the unit Customize Writing/Writing Process pages, which guide students through a five-step writing process for another writing product, are based on an extended time frame. See the CW pages in any volume 2 of the Teacher’s Edition. The Look Back and Write prompt at the end of each selection and the Writing Across Texts activities in the Student Edition provide students with opportunities for writing over shorter time frames. In addition, students complete numerous short writing tasks throughout the week. See the following representative pages:

**SE/TE 1:** 40, 42–43, 47; **2:** 132, 134–135

**TE 1.1:** 23e–23f, 31d–31e, 41a, 42–43a, 43b–43c, 49d–49e, 49p–49q, CW•1–CW•10; **4.2:** 113–113f, 125d–
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Continued

125e, 134–135a, 135b–135c, 141d–141e, 141p–141q, CW•11–CW•20

Speaking and Listening Standards

Comprehension and Collaboration

Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Each selection lesson plan contains many opportunities for students to initiate and engage in a variety of collaborative discussions. Students discuss grade 6 topics, texts, and issues in the daily Anchored Talk, Oral Vocabulary, and Wrap Up Your Day, as well as in Day 2 Build Background and Day 5 Concept Wrap Up. See the following representative pages:


TE 1.1: 80j, 80–81, 81a, 84a, 84b, 86–87, 89a, 91a, 93a, 94a, 94b, 95a, 99a, 101a, 104a, 104b, 105a, 107e, 107f, 107n; 5.1: 214j, 214–215, 215a, 217b, 218a, 218b, 220–221, 223a, 225a, 227a, 228a, 228b, 229a, 231a, 233a, 236a, 236b, 237a, 239f

Retelling opportunities are provided with each selection. In these activities, students describe important
### Indiana Common Core State Standards for English Language Arts - Grade Six

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**Continued**

Ideas and draw conclusions from the text. In addition, the Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lessons offer opportunities for students to participate in speaking activities that build on the reading selections.

**Speaking/Listening b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

The Listening and Speaking activities in the Student Edition and the accompanying Teacher’s Edition lessons often require students to work together and therefore offer guidelines for group work, including setting rules for discussions and assigning tasks to group members. See the following representative pages:

**SE/TE 1:** 137, 169, 201, 323; **2:** 141, 213, 239, 353, 385, 449

**TE 1.2:** 137a, 137g, 169a, 169g; **2.1:** 201a, 201g; **2.2:** 323a, 323g; **3.2:** CW•19; **4.2:** 141a; **5.1:** 213a, 239a; **6.1:** 353a, 353g, 385a; **6.2:** 449a, 449g

**Speaking/Listening 1.c.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Anchored Talk, Team Talk, Let’s Talk About, and many Listening and Speaking activities encourage students to answer specific questions about the topic, text, or issue being discussed. Listening and Speaking activities are the primary focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons, these pages also provide tips to help students improve their speaking and listening skills, including their ability to ask and answer relevant questions and to make relevant comments. The Synthesize and Communicate steps of the Research and Inquiry strand provide...
Continued

additional opportunities for students to pose questions and offer detailed responses. See the following representative pages:

| SE/TE 1 | 137, 138, 169, 202, 231, 232, 266, 323; 2: 20, 264 |

**Speaking/Listening 1.d.** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Anchored Talk, Team Talk, Let’s Talk About, and many Listening and Speaking activities encourage students to review, reflect on, and paraphrase key ideas they have heard in discussions. Listening and Speaking activities are the primary focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons, these pages also provide tips to help students improve their speaking and listening skills, including their ability to recall and restate key ideas and to listen to and consider others’ ideas and opinions. Also, the Synthesize and Communicate steps of the Research and Inquiry strand provide additional opportunities for students to orally review and evaluate the points of a discussion. See the following representative pages:

| SE/TE 1 | 79, 107, 137; 2: 449 |
| TE 1.1 | 63e; 1.2: 121e, 137f, 137g; 2.1: 231e, 231f, 231g; 2.2: 295f, 295g; 3.1: 359f, 359g; 3.2: 479e, 479f, 479g; 4.1: 49e; 5.1: 239f, 239g; 5.2: 289f, 289g; 6.1: 353f, 353g; 6.2: 431e, 449f, 449g |
### Speaking/Listening 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.


**TE 1.2:** 117a, 118–119, 129c; **2.1:** 211a, 212–213, 213a, 220–221, 221a, 236d, 244–245, 252–253, CW•1, CW•8, CW•9, CW•10; **2.2:** 297c, 304–305, 305a, 312–313; **3.1:** 386–387, 389a; **4.1:** 41c, 97a; **4.2:** 146d; **5.2:** 268d, 281c, 305a; **6.1:** 362–363, 371a, 372–373, 373a, 374–375, 377c; **6.2:** 439a, 465c

Let’s Talk About pages in the Student Edition together with Concept Talk pages in the Teacher’s Edition use pictures as the springboard for discussing ideas. Suggestions for Let’s Learn It! Listening and Speaking activities often encourage students to incorporate visual information to enhance presentations. Selection questions in the Student Edition and Teacher’s Edition ask students to analyze graphics in the selections. Also, the Communicate step of the weekly research project encourages students to interpret the information in illustrations and other graphics used in presentations.

### Speaking/Listening 3.
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**SE/TE 1:** 108, 265, 266, 420; **2:** 81, 239

**TE 4.1:** 81a; **5.1:** 239a; **5.2:** CW•18, CW•20

The program’s Listening and Speaking strand provides opportunities for students to prepare and make oral presentations. Encourage students to identify a speaker’s argument and supported and unsupported claims in any persuasive/opinion presentation. In addition, the program’s Writing strand identifies the key features of persuasive writing forms, including...
Continued

reviews, letters to the editor, and persuasive essays. See, for example, the Customize Writing/Writing Process pages for a Persuasive Essay, TE 5.2: CW•11–CW•20. Provide students with the opportunity to orally present their persuasive essays to the class. After each presentation, classmates should identify the main argument, claims, and reasons/evidence that support the claims.

**Presentation of Knowledge and Ideas**

**Speaking/LISTENING 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.

| TE 1.1: | 49n; 3.1: 359a, 359n; 3.2: 447a, 447n; 4.1: 109n; 5.2: 321n; 6.1: 417a, 417n |

The Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lessons provide numerous opportunities for students to prepare and deliver presentations. The activities provide tips for effective speaking and effective listening. In addition, the Communicate step of the weekly research project provides tips for presenters.

**Speaking/LISTENING 5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

| SE/TE 1: | 107, 201, 389; 2: 49, 109, 239, 385 |
| TE 1.1: | 79n, 107a, CW•1–CW•10; 1.2: 169n; 2.1: 201a, 201n 265b, 265n, CW•1–CW•10; 2.2: 295b, CW•20; 3.1: 359b, 389a, CW•1–CW•10; 3.2: 479b, 479n; 4.1: 49a, 81b, 81n, 109a, 109b; 4.2: 175b, 175n; 5.1: 239a, CW•1–CW•10; 6.1: 385a, 385b, 385n, 417b, 417n, CW•1–CW•10; 6.2: 475b, 475n, CW•20 |

The Listening and Speaking and Media Literacy activities in the
### Indiana Common Core State Standards for English Language Arts - Grade Six

**Continued**

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| Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | SE/TE 1: 49, 107, 137, 201, 295, 323, 359, 419, 447; 2: 81, 109, 141, 175, 289, 321, 417
TE 1.1: 49a, 49n, 79n; 1.2: 137a, 137n; 2.1: 201a, 201n, CW•1–CW•10; 2.2: 295a, 323a; 3.1: 359a, 419a, 419q; 3.2: 447a, 447q, 479n; 4.1: 49n, 81a, 109a; 4.2: 141a, 141q, 175a; 5.2: 289a, 289q, 321a; 6.1: 353q, 417a, 417n
Unit 5 Week 2 Tab Side 2: Use with SE/TE p. 227

Students have many opportunities to demonstrate their command of both informal and formal English in the presentations and discussions in the Speaking and Listening and Media Literacy lessons on the Let’s Learn It! pages in the Student Editions, on the accompanying Teacher’s Edition pages, and during the steps of the weekly research projects in the Teacher’s Edition.

Before they begin preparing their presentations or discussions, help students decide whether they should... |
Continued

use formal or informal English based on the type of speaking situation. As an additional aid, identify situations and have students tell whether the context requires formal language and explain why or why not. Use these contexts: a conversation in the student cafeteria, a job interview, a presidential speech, a discussion with a teacher, an awards ceremony, instructions for how to play a game, and so on. Then as students begin working on each speaking activity in the program, have them identify the reason for speaking and whether they should use formal or informal English.

## Language Standards

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
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<tbody>
<tr>
<td><strong>Language 1.</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>In the Student Edition, grammar and usage are taught in conjunction with the weekly Writing sections. In the Teacher’s Edition, grammar and usage, along with capitalization and punctuation, comprise the Conventions strand, a main component of the Language Arts sections that appear in all lessons. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction pages at the end of the week and in the Interactive Review week at the end of the unit. See the following representative pages:</td>
</tr>
<tr>
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<td><strong>TE 1.1:</strong> 23d, 31c, 41e, 49c, 49o,</td>
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<th>Topic</th>
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<td>DI•24, 53d, 63c, 73e, 79c, 79o, 83d, 93c, 101e, 107c, 107o, CW•8–CW•9; 1.2: 111d, 121c, 129e, 137c, 137o, 141d, 151c, 161e, 169c, 169o, IR16, IR26, IR36, IR46, IR56, CW•17, CW•18</td>
<td>2.1: 179d, 189c, 195e, 201c, 2010, 205d, 213c, 225e, 231c, 231o, DI•49, 235d, 245c, 257e, 265c, 265o; 2.2: 269d, 281c, 287e, 295c, 295p, 299d, 299e–299f, 309c, 309d–309e, 317e, 319b–319c, 323c, 323d–323e, 3230, 323p–323q, IR16, IR26, IR36, IR46, IR56, CW•17; 3.1: 333d, 345c, 351e, 359c, 359o, 363d, 371c, 381e, 389c, 389o, 393d, 403c, 411e, 419c, 419o, DI•74, CW•6–CW•7, CW•8–CW•9; 3.2: 423d, 433c, 441e, 447c, 447o, 451d, 461c, 473c, 473e, 479c, 479o, IR16, IR26, IR36, IR46, IR56, CW•17; 4.1: 23d, 35c, DI•24, 53d, 63c, 71e, 81c, 81o, 85d, 95c, CW•8–CW•9; 4.2: 113d, 125c, 145d, 157c, 167e, 175c, 175o, IR16, IR26, IR36, IR46, IR56, CW•17; 5.1: 185d, 199c, 207e, 213c, 213o, 217d, 227c, 233e, 239c, 239o, DI•49, 243d, 251c, 257e, 263c, 263o; 5.2: 267d, 275c, 281e, 285c, 289o, 293d, 305c, 315e, 321b, 321o, IR16, IR26, IR36, IR46, IR56, CW•17; 6.1: 331d, 341c, 347e, 353b, 353o, DI•24, 357d, 367c, 377e, 385c, 385o, 389d, 401c, CW•7, CW•8–CW•9; 6.2: 421d, 431c, 453d, 459c, 475o, 475p, IR16, IR26, CW•17, CW•18</td>
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Unit 1 Week 1 Tab Side 2: Use with Conventions, TE p. 23b
### Language 1.a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

**SE/TE 2:** 43  
**TE 4.1:** 23d, 35c, 41e, 49c, 49o, 49p, 53d, 63c, 71e, 81c, 81o, 85d, 95c, 103e, 109c, 109o; **4.2:** IR16

The program’s Conventions strand provides lessons on pronouns in the subjective, objective, and possessive cases. In the Writing strand, students proofread their writing to ensure that they have used the correct forms of pronouns.

### Language 1.b. Use intensive pronouns (e.g., myself, ourselves).

**SE/TE 2:** 135  
**TE 4.2:** 113d, 125c, 133e, 141c, 141o, 141p, D1•99, IR46

Students are taught that when pronouns such as *myself, himself, and themselves* are used to reflect an action back on the subject, they are called reflexive pronouns. For example, in the sentence “Dan told himself he wasn’t afraid,” *himself* reflects the action of telling back on the subject, *Dan*. The pronoun is essential to the sentence; it adds information to the sentence. After students have completed the reflexive pronoun lesson referenced above, explain that pronouns with –*self* or –*selves* can be used in another way: to emphasize a noun or pronoun. When they are used in this way, they are called intensive pronouns. Offer these examples:

- *Dan himself marched into the dark basement.*  
- *She herself made lasagna for twenty people.*

In these sentences, *himself* emphasizes the noun *Dan*, and *herself* emphasizes the pronoun *She*. *Himself* and *myself* are not essential to the sentences; they can be deleted without changing the meanings of the
<table>
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<td>sentences. Assign each student one of these pronouns: <em>myself, herself, himself, itself, yourself, ourselves, themselves</em>. Ask students to write one sentence using the word as a reflexive pronoun and one sentence using it as an intensive pronoun.</td>
</tr>
</tbody>
</table>
| **Language 1.c.** Recognize and correct inappropriate shifts in pronoun number and person. | **SE/TE 2:** 73  
**TE 4.1:** 53d, 63c, 71e, 81c, 81o, 81p; **4.2:** IR26  
The program’s Conventions strand provides lessons on personal, indefinite, and reflexive pronouns, including their number and person. These lessons, together with their accompanying Grammar Transparencies and Reader’s and Writer’s Notebook pages, provide students with practice using pronouns. In the Writing strand, students proofread their writing to ensure that they have used the correct forms of pronouns. |
| **Language 1.d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | **SE/TE 2:** 135  
**TE 4.2:** 113d, 125c, 133e, 141c, 141o, 141p, IR26  
The program’s Conventions strand provides a number of lessons on pronouns. These lessons, together with their accompanying Grammar Transparencies and Reader’s and Writer’s Notebook pages, provide students with practice using pronouns, including how to make pronouns and their antecedents clear. In the Writing strand, students proofread their writing to ensure that they have used the correct forms of pronouns and provided clear antecedents. |
Language 1.e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

The Conventions strand of the program presents the grammar, usage, and mechanics conventions of standard English that students need to know to be successful writers and speakers. During the revising and editing steps in the weekly writing and Customize Writing/Writing Process (CW) projects, students learn how specific errors are corrected in models and then apply that knowledge to revising and editing their own writing. In the revising step, students also participate in peer revision during which partners read, evaluate, and offer constructive suggestions for improving each other’s writing, including the use of conventional language.

Another strategy for students is using the Writer’s Checklists in the Student Edition and the Scoring Rubrics and Revising and Editing Tips in the Teacher’s Edition to check how well they are using standard English. See the following representative pages from Unit 5:

**SE/TE 2:** 234–235

**TE 5.1:** 217d, 227c, 233c, 235a, 239c, 239d–239e, 239o, 239p–239q, DI•49; **5.2:** CW•15, CW•17, CW•18, CW•19, CW•20

Every week, students practice using standard English when they speak during Listening and Speaking activities; Anchored Talk, Build Background, Comprehension Check, and Let’s Talk about Genre discussions; Retelling activities; and the Communicate step in the Research and Inquiry project. See the following representative pages from Unit 5:

**SE/TE 2:** 263
**Language 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

In the Student Edition, capitalization and punctuation are taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, capitalization and punctuation, along with grammar and usage, comprise the Conventions strand, a main component of the Language Arts sections that appear in all lessons. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit. The Spelling strand is another main component of the Language Arts sections. See these representative pages:

**SE/TE 1:** 42–43, 162–163, 196–197  
**TE 1.1:** 23c, 23d, 31c, 41e, 49c, 49o, 49p–49q, DI•20, 53c, 63c, 73e, 83c, 93, 101e, 107p–107q, CW•8–CW•9;  
**1.2:** 111c, 121c, 129e, 137c, 137o, 141c, 151c, 161e, 169c, IR16;  
**2.1:** 179c, 195e, 201c, 201p–201q, 205c, 213c, 225e, 231p–231q, DI•45, 235e, 245c, 257e, CW•8–CW•9;  
**2.2:** 269c, 281c, 287e, 299c, 309c, 323c, IR26, CW•19;  
**3.1:** 333c, 345c, 351e, 359c, 369c, 371c, 381e, 393c, 403c, 411e, DI•70, CW•8–CW•9;  
**3.2:** 423c, 433c, 441e, 447c, 451c, 461c, 473e, 479c, IR36, CW•19;  
**4.1:** 23c, 35c, 41e, DI•20, 53c, 63c, 71e, 81c, 85c, 95c, 103e, 109o, CW•8–CW•9;  
**4.2:** 113c, 125c, 133e, 141p–141o, 145c, 157c, 167e, 175c, IR46,
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<td>CW•19; <strong>5.1</strong>: 185c, 199c, 207e, 213c, 213p–213o, 217c, 227c, 233e, DI•45, 243c, 251c, 257e, 263p–263q; <strong>5.2</strong>: 267c, 275c, 281e, 289c, 293c, 305c, 315e, 321c, IR56, CW•19; <strong>6.1</strong>: 331c, 341c, 347e, 353p–353q, 357c, 367c, 377e, 389c, 389d, 401c, 409e, 417c, 417o, 417p–417q, DI•70, CW•7, CW•8–CW•9; <strong>6.2</strong>: 421c, 421d, 431c, 441e, 449c, 449o, 453c, 453d, 459c, 465e, 475c, 475o, IR36, IR46, IR56, CW•19</td>
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<td>In addition, the editing/proofreading step in the Student and Teacher’s Editions Writing lessons teaches students how to check their capitalization, punctuation, and spelling by showing examples of these kinds of errors that students should watch for in their writing. Student Edition Writing pages also provide checklists that focus on writing conventions.</td>
</tr>
<tr>
<td><strong>Language 2.a.</strong> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
<td><strong>TE 6.1</strong>: 389d, 401c, 409e; <strong>6.2</strong>: 453d, 459c, 475o, IR36</td>
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<td>Punctuation is taught in the program’s Conventions strand. Together with the Grammar Transparencies, Let’s Practice It! pages, and Reader’s and Writer’s Notebook pages, lessons in the Teacher’s Edition guide students in using commas, parentheses, and dashes correctly in a variety of situations, including setting off nonrestrictive elements.</td>
</tr>
<tr>
<td>Language 2.b. Spell correctly.</td>
<td>The Spelling strand is a main component of the Language Arts sections. Each week in the Teacher’s Edition words for a spelling concept are pretested on Day 1; practiced on Days 2, 3, and 4 using activities, strategies, and RWN pages; and tested again on Day 5. The spelling concept also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit. Representative pages for two weekly lessons follow: (\text{TE 1.2: 111c, 121c, 129e, 137c, 137p–137q, DI•95; 5.1: 185c, 199c, 207e, 213c, 213p–213q, DI•20}) Spelling is also emphasized in the editing/proofreading step of the writing process as students work on their weekly and unit writing projects.</td>
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| Knowledge of Language | The program takes every available opportunity to build students’ knowledge of language and to encourage them to use this knowledge in all writing, speaking, listening, and reading situations. The instruction and projects in the Writing strand in the Student and Teacher’s Editions and the Customize Writing/Writing Process (CW) pages in the Teacher’s Edition explain the key features of each writing form presented and any language conventions involved in each feature. (See, for example, \(\text{SE/TE 1: 42–43, 318–319; TE 1.1: 23e, 43a–43c, 93d–93e; 2.2: 299e; 3.2: 433d–433e, CW•11, CW•12, CW•17, 4.1; 95d–95e; 5.1: 227d–227e; 6.1: 401d–401e}\) Students have other opportunities to learn about and to |
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use their knowledge of language when they revise and edit their writing throughout the program. (See, for example, **TE 2.1:** 201d, 201p; **3.1:** 413b, 419p; **3.2:** CW•19.) The activities in the Listening and Speaking strand in the Student and Teacher’s Editions offer opportunities for students to use their knowledge of language when they listen or speak. These activities also stress the need to follow certain language conventions whenever appropriate for the particular activity. (See, for example, **SE/TE 1:** 48–49, 106–107, 136–137; **TE 1.1:** 49a, 107a, 137a.) The conventions of grammar, usage, and mechanics are the focus of the program’s Conventions strand. Each week one convention is presented in the Teacher’s Edition in all five daily lessons and in the Differentiated Instruction (DI) pages at the end of the week. (See, for example, **TE 1.1:** 53d, 63d, 73d, 79c, 79o, DI•49.) The convention is also presented in the Student Edition and tied to the weekly writing project. (See, for example, **SE/TE 1:** 74–75.) Students are guided to look for these conventions in their reading and to use them in their writing, speaking, and listening.

**Language 3.a.** Vary sentence patterns for meaning, reader/listener interest, and style.

**SE/TE 2:** 282–283
**TE 5.2:** 283a–283c, 289d

In the program, six writing traits are used as the criteria for evaluating writing, and one of these traits is Sentences. Therefore, the writing rubrics that students and teachers use to evaluate all writing forms in both the Student Edition Writing sections and the Teacher's Edition...
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<td>Continued</td>
<td>Customize Writing/Writing Process (CW) pages include criteria for Sentences. (See, for example, TE 3.1: 353a, 403d–403e; 4.2: 135a.) These generally stress the need to use a variety of sentence kinds, lengths, and structures to make writing more interesting and to make it flow more smoothly. In the revising step in the Student Edition Writing sections, accompanying Teacher’s Edition lessons, and Teacher’s Edition CW pages, students are often reminded in tips and checklists as well as rubrics to make sure they vary their sentence patterns. (See, for example, TE 1.1: 23–23f, 31d–31e, 43–43c, 49–49e, 49p–49q, CW•17; 3.1: 419d; 5.2: CW•18)</td>
</tr>
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**Language 3.b.** Maintain consistency in style and tone. | Authors create style in their writing through their sentence structures, word choice, voice, and tone. The first three elements are writing traits that are discussed throughout the Writing strand in the program. Literary Terms lessons cover tone (the author’s attitude toward the topic) and related topics such as formal and informal language. Models for all writing forms appear in the Reader’s and Writer’s Notebook and on Writing Transparencies and are used to show students what authors do to create style in each kind of writing. When students use rubrics to evaluate their writing and when they revise their writing in the weekly Writing sections and the Customize Writing/Writing Process pages, they are reminded to check the elements that make up style, which helps them make sure their personal style is appropriate for and consistent throughout their writing. See the following |
### Indiana Common Core State Standards for English Language Arts - Grade Six

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**Continued**

representative pages:

**SE/TE 1:** 42–43, 318–319, 474–475
**TE 1.1:** 23e–23f, 31d–31e, 43a–43c, 49d–49e, 49p–49q, CW•7; **2.2:** 319a, 319b, 232d; **3.2:** 475a, 475b, 479d

In the Student and Teacher’s Editions, Listening and Speaking activities and Fluency sections offer students many opportunities to practice using and maintaining an appropriate tone, among other things, when speaking or reading aloud. See the following representative pages:

**SE/TE 1:** 48–49, 446–447
**TE 1.1:** 22–23, 24–25, 41b, 48–49, 49a; **3.2:** 422–423, 424–425, 441b, 446–447, 447a

### Vocabulary Acquisition and Use

**Language 4.** 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.

**TE 1.1:** 24e, 48–49a, 73c, 84e, 106–107a; **1.2:** 112e, 137a, 142e, 169a; **2.1:** 180e, 201a, 206e, 231a; **2.2:** 270e, 287c, 295a, 300e, 323a, 236e, 265a; **3.1:** 364e, 389a, 394e, 419a; **3.2:** 424e, 447a, 452e, 479a; **4.1:** 24e, 48–49a, 54e, 80–81a, 86e, 109a; **4.2:** 114e, 141a, 146e, 175a; **5.1:** 186e, 213a, 218e, 239a, 244e, 263a; **5.2:** 268e, 289a, 294e, 321a; **6.1:** 332e, 353a, 358e, 385a, 390e, 416–417a; **6.2:** 422e, 448–449a, 454e, 475a
**Indiana Common Core State Standards for English Language Arts - Grade Six**

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<th>Continued</th>
<th>Unit 6 Week 3 Tab Side 2: Use with Vocabulary, TE p. 390e; SE/TE pp. 390–391</th>
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<tbody>
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<td>The program presents a variety of Vocabulary strategies for students to use when they encounter unknown or multiple-meaning words or phrases in their reading. Among these strategies are using a thesaurus; using word structure to figure out meanings of words with Greek or Latin roots, endings, prefixes, or suffixes; using a dictionary or glossary, and using context clues, including synonyms and antonyms.</td>
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<tr>
<th><strong>Language 4.a.</strong> 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.</th>
<th><strong>SE/TE 1:</strong> 84–85, 106, 270–271, 294, 394–395, 418, 452–453, 478; <strong>2:</strong> 24–25, 48, 86–87, 108, 114–115, 140, 186–187, 212, 218–219, 238, 244–245, 262, 268–269, 288, 358–359, 384, 390–391, 416, 454–455, 474</th>
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<td><strong>TE 1.1:</strong> 84e, 106–107a; <strong>1.2:</strong> 112e, 136–137a, 142e, 168–169a; <strong>2.1:</strong> 180e, 200–201a, 236e, 264–265a; <strong>2.2:</strong> 270e, 294–295a, 300e, 322–323a; <strong>3.1:</strong> 334e, 358–359a, 364e, 388–389a, 394e, 418–419a; <strong>3.2:</strong> 424e, 446–447a, 452e, 478–479a; <strong>4.1:</strong> 24e, 48–49a, 86e, 108–109a; <strong>4.2:</strong> 114e, 140–141a, 146e, 174–175a; <strong>5.1:</strong> 186e, 213a, 218e, 238–239a, 244e, 262–263a; <strong>5.2:</strong> 268e, 288–289a, 294e, 320–321a; <strong>6.1:</strong> 358e, 384–385a, 390e, 416–417a; <strong>6.2:</strong> 422e, 448–449a, 454e, 474–475a</td>
</tr>
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<td>The Vocabulary strand of the program offers numerous instructional opportunities for teaching students how to use context to figure out the meanings of unknown words or phrases.</td>
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### Indiana Common Core State Standards for English Language Arts - Grade Six

#### Language 4.b.
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**SE/TE 1:** 112, 136, 142, 168, 180, 200, 206, 230, 300, 322, 364, 388, 424, 446; **2:** 146, 174, 332, 352, 364, 388, 424, 446;

**TE 1.1:** 78–79a; **1.2:** 112e, 137a, 142e, 168–169a; **2.1:** 180e, 200–201a, 206e, 230–231a; **2.2:** 300e, 322–323a; **3.1:** 364e, 389a; **3.2:** 424e, 446–447a; **4.2:** 146e, 174–175a; **6.1:** 332e, 352–353a

**Unit 1 Week 2, Tab side 2:** Use with Vocabulary, TE p.54e; SE/TE pp. 65–66

**Unit 2 Week 2 Tab Side 2:** Use with Conventions, TE p.364e; SE/TE p. 378

**Unit 3 Week 2 Tab Side 2:** Use with Conventions, TE p. 354e; SE p. 378

The program’s Vocabulary strand includes the strategies of using affixes (prefixes, suffixes) and using Greek and Latin roots to figure out the meanings of unknown words. Students learn about common affixes and Greek and Latin roots and their meanings and apply this knowledge as they analyze unfamiliar words.

#### Language 4.c.
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**SE/TE 1:** 24–25, 48, 236–237, 264; **2:** 54–55, 80, 294–295, 320, 422–423, 448

**TE 1.1:** 24e, 48–49a, 73c; **2.1:** 236e, 265a; **2.2:** 287c; **4.1:** 54e, 80–81a; **5.2:** 294e, 320–321a; **6.2:** 422e, 449a

The Vocabulary and Research and Study Skills strands of the program provide many instructional opportunities for teaching students how to use dictionaries, glossaries, and thesauruses to find out information about words, including pronunciations, meanings, and parts of speech.
| Language 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Once students have decided on a meaning for an unfamiliar word or phrase, they are encouraged to check that meaning using context clues or a dictionary. See the following representative pages:  
**SE/TE 1:** 24, 48, 84, 106, 236, 264, 270, 294, 452, 478;  
**2:** 24, 48, 54, 80, 86, 108, 114, 140, 186, 212, 218, 238, 268, 288, 390, 416, 454, 474  
**TE 1.1:** 24e, 49a, 84e, 107a;  
**2.1:** 236e, 264–265a;  
**2.2:** 270e, 295a;  
**3.2:** 452e, 479a;  
**4.1:** 24e, 49a, 54e, 81a, 86e, 109a;  
**4.2:** 114e, 141a;  
**5.1:** 186e, 213a, 218e, 239a;  
**5.2:** 268e, 289a;  
**6.1:** 390e, 417a;  
**6.2:** 422e, 448–449a, 454e, 475a |
**2:** 114–115, 140, 146–147, 218–219, 238, 244–245, 332–333, 454–455  
**TE 1.1:** 24e, 48–49a, 49h, 54c, 54d, 54e, 79a, 79h, 79i;  
**1.2:** 142e;  
**2.1:** 180c, 201i, 206e, 231a, 231h;  
**2.2:** 270c, 275a, 281a, 295i, 300c, 300e, 323a;  
**3.1:** 334c, 349a, 359i, 364d, 369a, 394e;  
**3.2:** 424e, 447a, 447h, 451c, 452e, 479a, 479h, 483a;  
**4.1:** 24d, 29a;  
**4.2:** 114c, 114e, 141a, 141h, 146d, 146e, 159a;  
**5.1:** 218e, 239a, 239h, 244e;  
**5.2:** 268c, 289i, 323a, 325a;  
**6.1:** 332d, 332e, 339a, 353i;  
**6.2:** 454c, 454e, 475i  
**Unit 6 Week 6 Tab Side 2:** Use with Vocabulary, TE p. 454e |

Students are introduced to figurative
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<td>language, word relationships, and nuances in word meanings in the program’s Literary Terms, Vocabulary, and Word Analysis strands. Figurative language includes similes, metaphors, personification, and hyperbole; word relationships include synonyms, antonyms, homonyms, and words with the same roots, prefixes, or suffixes; and nuances in word meanings, or shades of meaning, deal with the small differences between words with similar meanings.</td>
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<td><strong>Language 5.a.</strong> Interpret figures of speech (e.g., personification) in context.</td>
<td><strong>TE 1.1:</strong> 54d; <strong>2.2:</strong> 275a, 281a; <strong>3.1:</strong> 334d, 349a, 359i, 364d, 369a; <strong>3.2:</strong> 483a; <strong>4.1:</strong> 24d, 29a; <strong>4.2:</strong> 146d, 159a; <strong>5.2:</strong> 323a, 325a; <strong>6.1:</strong> 332d, 339a, 353i</td>
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<td><strong>Unit 2 Week 1 Tab Side 2:</strong> Use with Literary Terms, TE p. 334d</td>
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<td><strong>Unit 3 Week 1 Tab Side 2:</strong> Use with Literary Terms, TE p. 334d</td>
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<tr>
<td><strong>Unit 4 Week 5 Tab Side 2:</strong> Use with Literary Terms, TE p. 146d; SE p. 158</td>
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<td>The Literary Terms sections in the program provide explicit instruction of figures of speech, including similes, metaphors, personification, and hyperbole.</td>
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<td><strong>Language 5.b.</strong> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
<td>The program’s Vocabulary and Word Analysis strands examine many kinds of relationships that can exist between words, including words with the same meaning (synonyms), words with opposite meanings (antonyms), words with more than one meaning (multiple-meaning words), words that look and sound alike but have different meanings</td>
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(homonyms), and words that share a common prefix, suffix, or root. See the following representative pages:


**TE 1.1:** 24e, 49a, 49h, 54e, 79a, 79h; **2.1:** 206e, 231a, 231h; **3.2:** 424e, 447a, 447h, 452e, 479a, 479h; **4.2:** 114e, 141a, 141h; **5.1:** 218e, 239a, 239h

**Language 5.c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

**TE 1.1:** 54c, 79i; **2.2:** 270c, 295i; **3.1:** 394e, 418–419a; **5.1:** 244e, 262–263a; **5.2:** 268c, , 289i; **6.2:** 454c, 454e, 474–475a, 475i

**Unit 5 Week 4 Tab Side 2:** Use with SE/TE pp. 275, 277–278

The program covers the concept of connotations in the Word Analysis sections on shades of meaning. In addition to ranking a set of words with similar meanings according to the slight differences in their meanings, students are encouraged to find a set of synonyms in a thesaurus and rank those words in the same way.

**Language 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.

Each selection lesson plan contains *Amazing Words*, which are content words related to the unit theme and the specific selection. These words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words. Each lesson plan also contains *Academic Vocabulary*, which are general academic and domain-specific words and phrases that students need to
### Indiana Common Core State Standards for English Language Arts - Grade Six

**Continued**

know. For example, the Let’s Write It! lesson for drama uses the terms *character, dialogue, and stage directions*, and the Research and Study Skills lesson for advertisements defines the terms *product shots, headline, body copy, and signature.* These words are used throughout the week. See the following representative pages from Unit 2:

**TE 2.1:** 177a–177b, 179a, 180b, 190b, 198b, 203a–203b, 205a, 206b, 214b, 228b, 233a–233b, 235a, 236b, 246b, 260b; **2.2:** 267a–267b, 269a, 270b, 282b, 290b, 297a–297b, 299a, 300b, 310b, 320b

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### Language Progressive Skills, by Grade

**Grade 3**

**Language 1.f.** Ensure subject-verb and pronoun-antecedent agreement.

**SE/TE 1:** 289; **2:** 72–73

**TE 2.2:** 269d, 281c; **4.1:** 53d, 63c

In its Conventions lessons, the program provides explicit instruction in identifying and following rules for subject-verb agreement and pronoun-antecedent agreement. Student Edition Let’s Write It! sections and the accompanying Teacher’s Edition pages often include reminders about the correct use of verbs and pronouns in sentences.

**Language 3.a.** Choose words and phrases for effect.

**TE 1.2:** CW•16; **2.2:** 281d; **3.2:** 475b; **4.1:** 105b; **5.1:** 227d; **5.2:** CW•16; **6.1:** 401d

The program emphasizes the importance of choosing words carefully to achieve the desired effect in a particular kind of writing. In addition to presenting specific examples of well-chosen words in models in the Student Edition and Teacher’s Edition, Writing lessons in the Teacher’s Edition include

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SE = Student Edition; TE = Teacher’s Edition; RWN = Reader’s & Writer’s Notebook
Continued

activities for choosing effective words, including strong verbs and vivid adjectives. Also, students learn that as they draft and revise, they should replace weak, general words with more exact or more vivid words to improve the effect of their writing.

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<th>Grade 4</th>
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<th>Language 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</th>
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| TE 1.1: 53d, 73e, 79p, 107p; 1.2: 111d, 121c, 129e, 137o, 137p |

Lessons in the Conventions strand discuss sentences, their parts (subjects, predicates), and their structures (simple, compound, complex, compound-complex). When discussing complete sentences, remind students that a complete sentence has both a subject and a predicate. Explain that a fragment is a group of words that is not a sentence because it is missing a subject, a predicate, or both or is written as a dependent clause. Provide these examples, and ask students to help you make the sentences complete:

**Examples**

- **Subject only:** The woman wearing a heavy black sweater and a green stocking cap.

- **Predicate only:** Sat alone in the library reference room, researching a topic for hours on end.

- **Dependent clause:** Because the train rolled into the station an hour late.

Point out that fragments are sometimes used for effect in dialogue. Give examples of complete sentences and fragments used in dialogue from the selection *Mother Fletcher’s Gift:* “What else did she say?” “Not much. I think she knows I’m trying to figure her out, and she’s playing with me.”
| Language 1.g. Correctly use frequently confused words (e.g., to, too, two; there, their). | **TE 3.2:** 423d, 433c, 441e, 451c, IR46; **6.1:** 389c, 409e, 417c; **6.2:** IR36  
The program’s Conventions strand covers the topic of troublesome verbs, and its Spelling strand has lessons that focus on easily confused words and homophones. Discuss homophones when reading a selection, such as *Juan Verdades*. Point out examples of homophones in the selection, such as *raise (raze)*, *two (to, too)*, *right (write)*, *hear (hear)*, and so on. Help students identify the meaning of the word used in the selection and distinguish it from the meaning of its homophone. |
| Language 3.a. Choose words and phrases to convey ideas precisely. | **TE 1.1:** 49d, 107d; **3.1:** 419d; **4.1:** 105b; **5.1:** 263d; **6.1:** 349b, 353d; **6.2:** 443b, 449d, 475d  
As noted before, the program emphasizes the importance of choosing words carefully to achieve the desired effect and meaning in a particular kind of writing. |
| Language 3.b. Choose punctuation for effect. | **TE 6.2:** 431c, 453d, 459c, 465e, 475o, IR36, IR46, IR56–IR57  
In the Student Edition, punctuation is taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, punctuation, along with grammar and usage and capitalization, comprises the Conventions strand, a main component of the Language Arts section that appears in all lessons. Together with the Grammar Transparencies, Let’s Practice It! pages, and Reader’s and Writer’s Notebook pages, these Conventions lessons teach students how to use punctuation correctly. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all lessons. |
Continued the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit. In addition, students are encouraged to proofread for punctuation in the editing/proofreading step of the writing process both in the weekly writing and in the Customize Writing pages.

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<th>Grade 5</th>
<th>Language 5.1.d. Recognize and correct inappropriate shifts in verb tense.</th>
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<td><strong>SE/TE 1:</strong> 353 <strong>TE 2.2:</strong> 299d, 309c; <strong>3.1:</strong> 333d, 345c, 389p; <strong>3.2:</strong> IR16, IR26, IR46</td>
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</table>

In the Conventions strand, lessons are provided for identifying simple tenses as well as main and helping verbs and the principal parts of verbs. In addition, in the Writing strand, students are encouraged to proofread for errors in grammar and usage as they edit their written work.

To provide additional support with any selection, such as, for example, *Egypt*, write the following sentences or sentences of your own on the board and guide students in correcting them.

- Last week we study the ancient Egyptian civilization and read a book about hieroglyphics.
- In ancient Egypt the pharaohs were entombed in pyramids that they will build.
**Language 5.2.a.** Use punctuation to separate items in a series

**TE 6.1:** 389d, 401c, 409e; **6.2:** IR36

The many uses of commas, including using commas to separate items in a series, are explicitly taught in the program’s Conventions strand. Together with the Grammar Transparencies, Let’s Practice It! pages, and Reader’s and Writer’s Notebook pages, the Conventions lessons teach students how to use commas correctly when separating items in a series.