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Grade Six

correlated to Chicago Public Schools
Reading/Language Arts

Chicago Language Arts	Houghton Mifflin Reading © 2001
STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.	
CAS A. Apply strategic reading behaviors to examine, construct, and extend the meaning of a wide variety of texts to be informed, to perform a task, and for literary experience.	
<u>CFS</u>	
1. Select and use reading strategies according to textual complexities and purpose:	
<ul style="list-style-type: none"> • skimming and scanning. 	Skimming and Scanning, TE1: 61, 68; TE2: 210; TE3: 268–271, 351C; TE4: 380–383, 407C, 407O; TE5: 470, 492–495; TE6: 569C, 571K, 605
<ul style="list-style-type: none"> • finding information to support particular ideas. 	Cites Evidence from Text, TE1: 44, 61, 63, 66, 71, 88, 109, 115; TE2: 148, 158, 163, 182, 208; TE3: 257, 259, 266, 271, 287, 292, 297, 314, 318, 346, 351; TE4: 402, 407, 416, 417, 423, 424, 427; TE5: 468, 473, 473N, 490, 495, 495A, 512; TE6: 564, 569, 571V, 588, 610, 615, 634, 635
2. Survey materials, ask questions, make and confirm predictions with textual references.	Making Predictions From Previewing, TE1: 36, 42, 43, 53, 58, 59, 64, 75, 80, 81, 82, 86, 95B, 95C, 102, 103, 108, 15A; TE2: 150, 151, 156, 171, 175, 176, 177, 180; TE3: 255, 264, 285, 290, 306, 334, 344; TE4: 370, 371, 376, 377, 390, 391, 396, 418, 422; TE5: 480, 484, 486, 488, 493; TE6: 551, 557, 563, 575, 580, 581, 586, 602, 619, 628, 629

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<p>3. Restate or summarize information in text.</p>	<p>Summarize Strategy, TE1: 27B, 32, 33, 36, 38, 41, 42, 43, 113, R2–R3; TE2: 169B, 171, 174, 176, 177, 180, 181, R4, R5; TE3: 295, 312, 344; TE4: 389B, 392, 395, 396, 397, 399, 400, 401; TE5: 455B, 457, 460, 461, 462, 463, 465, 466, 467, R2–R3</p> <p>Giving an Oral Summary, TE1: 32, 36, 38, 40, 42, 43, 47O, 49K, 49M, 49O, 49V, 59, 64, 71X, 80, 81, 85, 86, 87, 93, 93Z, 102, 108, 113; TE2: 141B, 142A, 150, 151, 156, 157, 161, 163, 167J, 167L, 167N, 169B, 174, 176, 180, 181, 183, 187X, 194, 196, 197, 206, 213; TE3: 243B, 264, 271, 273J, 273L, 273N, 273V, 284, 285, 291, 294, 297X, 306, 317, 319Z, 345, 351; TE4: 359B, 370, 376, 387J, 387L, 387N, 387T, 391, 396, 397, 400, 401, 407V, 416, 422; TE5: 453A, 455B, 457, 460, 461, 462, 463, 465, 466, 467, 475K, 475M, 475N, 484, 488, 489, 505, 511; TE6: 556, 557, 563, 571J, 571L, 571N, 571V, 580, 602, 603, 608, 609, 628, 629, 632, 633</p> <p>Writing a Summary, TE2: 147, 161, F216; TE3: 284, 351D; TE5: 517M–517N; TE6: 565, 614, 639; PB: 321, 322</p>
<p>4. Relate new information to prior knowledge and experience.</p>	<p>Prior Knowledge, TE1: 46, 49J, 49L, 49N, 49S, 69, 71U, 93U, 113, R2, R4, R6, R8; TE2: 140A, 161, 167I, 167K, 167M, 167Q, 185, 187U, R2, R4, R6; TE3: 242A, 273S, 295, 297U, 317, 319V, R2, R4, R6, R8; TE4: 358A, 381, 387Q, 405, 407U, 426; TE5: 452A, 475J, 475L, 475N, 475S, 493, 515, R2, R4, R6; TE6: 547A, 566, 567, 571I, 571K, 571M, 590, 594A, 613</p>
<p>5. Determine author’s purpose and point of view.</p>	<p>Author’s Voice and Purpose, TE1: 93O, 93P; TE4: 361C; TE5: 453A; TE6: 603</p> <p>Author’s Viewpoint, TE1: 93; TE2: 213; TE3: 319; TE4: 358B, 361B, 361C, 364, 370, 375, 383A–383B, R2–R3, R8–R9; TE5: 511; TE6: 555, 603; PB: 216–217</p>
<p>6. Respond to text using a variety of approaches associated with reading research literature:</p>	

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<ul style="list-style-type: none"> critical stance. 	Evaluating Literature, TE1: 31, 35, 51B, 53, 56, 57, 58, 60, 64, 65, 69, R4–R5; TE2: 187X, 213D; TE3: 254, 267, 284; TE4: 361B, 363, 367, 368, 370, 373, 374, 376, 377, 387N, F436; TE5: 495B; TE6: 574
<ul style="list-style-type: none"> global understanding. 	Main Idea/Topic/Supporting Details, SB: 112, 210, 234, 237; TE1: 47, 70; TE3: 268, 273, 316, 317, 270, 346, 349; TE5: 470; PB: 249, 252
<ul style="list-style-type: none"> developing interpretation. 	Responding through Discussion, TE1: 44, 66, 88, 89, 93O–93P, R3, R5, R7, 59; TE3: 254, 264, 266, 273J, 273L, 273N, 284, 290, 292, 306, 314, 346, R3, R5, R7, R9; TE4: 359B, 370, 376, 378, 387J, 387L, 387N, 387T, 400, 402, 407V, 416, 422, 424, R3, R5, R7; TE5: 462, 466, 468, 469, 475K, 475M, 475O, 484, 488, 490, 491, 504, 510, 512, 513, R3, R5, R7; TE6: 556, 562, 564, 565, 571J, 571L, 571N, 580, 586, 588, 589, 602, 608, 610, 611, 628, 632, 634, 635, R3, R5, R7, R9
<ul style="list-style-type: none"> personal reflections and responses. 	Personal Response, TE1: 45, 49S, 49V, 67, 71X, 89, 93Z, 111; TE2: 141B, 159, 167R, 183, 187X, 209; TE3: 267, 293, 315, 347; TE4: 359B, 379, 387T, 403, 425; TE5: 453A, 469, 475T, 491; TE6: 565, 589, 611, 635
<ul style="list-style-type: none"> imaging. 	Visualizing, TE1: 33, 49O, 68, 98; TE2: F222; TE3: 293; TE5: 503
7. Draw conclusions and make inferences based upon explicit and implied information.	Making/Checking Predictions, TE1: 36, 42, 43, 53, 58, 59, 64, 75, 80, 81, 82, 86, 95B, 95C, 102, 103, 108, 15A; TE2: 150, 151, 156, 171, 175, 176, 177, 180; TE3: 255, 264, 285, 290, 306, 334, 344; TE4: 370, 371, 376, 377, 390, 391, 396, 418, 422; TE5: 480, 484, 486, 488, 493; TE6: 551, 557, 563, 575, 580, 581, 586, 602, 619, 628, 629, 6 Inferences, TE1: 54; TE2: 158, 167Q, 167R, 169C, 187A–187B, 207, R4–R5, R10–R11; TE3: 245B, 271, 275B, 275C, 289, 291, 292, 297, 297A–297B, 313, 314, 333, 346, R4, R12–R13; TE4: 378, 383; TE5: 468, 473, 480, 481, 495, 507, 508, 512; TE6: 564, 609, 627
CAS B. Use a wide variety of word analysis strategies to construct meaning from unfamiliar text.	
CFS	

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<p>1. Use affixes and root/base words to determine connotative and denotative meanings of unknown or unfamiliar words within a passage.</p>	<p>Base Words and Affixes, TE1: 47E; TE2: 163E, 213E; TE3: 283, 297E, 319E, 319G, 351E; TE4: 383E, 407E, 427I; TE6: 569E, 601, 639E, 639F; PB: 8, 84, 119, 164, 194, 218, 238, 257, 338</p> <p>Connotations, TE3: 351I–351J, R25</p>
<p>2. Use etymology to construct meaning from words and text.</p>	<p>Greek Word Roots, TE2: 192; TE3: 297J; TE4: 383J; TE5: 473J, 517J; TE6: 593I, 593J, 598, 639E–639F</p> <p>Latin Word Roots, TE1: 71J, 93J; TE2: 187J; TE3: 271J; TE4: 407, 427J; TE5: 495J, 517I; TE6: 569I, 593G, 598, 639J</p> <p>Word Origins, TE1: 47J, 71J; TE2: 187G, 187J; TE3: 271J, 297J, 351J; TE5: 473J, 495J, 517I–517J; TE6: 569I, 615J</p>
<p>3. Employ a variety of resources to expand understanding, use, and application of an increasingly rich and complex vocabulary:</p>	
<ul style="list-style-type: none"> • glossaries. 	<p>Glossary, TE1: G1–G3, 93C–93D; TE2: G1–G3; TE3: G1–G3; TE4: G1–G3; TE5: G1–G3; TE6: G1–G3</p>
<ul style="list-style-type: none"> • dictionaries. 	<p>Dictionary Skills, TE1: 71I–71J, 93I–93J; TE2: 163I–163J, 213I–213J; TE3: 297I–297J, 319I–319J; TE4: 427I–427J; TE5: 495I–495J, 517I–517J; TE6: 615I–615J, 639I–639J</p>
<ul style="list-style-type: none"> • thesaurus. 	<p>Thesaurus, TE1: 71C–71D; TE2: 187C, 187D; TE3: 271I; TE6: 610</p>

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<p>4. Use a range of cueing systems to determine pronunciation and multiple meanings (e.g., phonics and context clues).</p>	<p>Phonics, TE1: 47F, 71F, 93F, 115F; TE2: 163F, 187F, 213F; TE3: 271F, 297F, 319F, 351F; TE4: 383F, 407F, 427F; TE5: 473F, 495F, 517F; TE6: 569F, 593F, 615F, 639F</p> <p>Context Clues, TE1: 27A, 38, 47D, 47E, 47I–47J, 49J, 49L, 49N, 51A, 56, 71E, 71F, 73A, 81, 93E, 93F, 93H, 95A, 104, 115F; TE2: 143A, 146, 163F, 163G, 167I, 167K, 167M, 169A, 180, 187E, 187F, 187I, 189A, 193, 213E, 213F; TE3: 245A, 275A, 283, 299A, 321A; TE4: 361A, 368, 383E, 383F, 383I, 383J, 387K, 387M, 389A, 393, 407E, 407F, 409A, 412, 427E, 427F; TE5: 455A, 460, 473E, 473F, 476A, 477A, 480, 493, 495F, 497A, 509, 511, 517E, 517F; TE6: 549A, 559, 569E, 573A, 583, 593E, 593F, 595A, 601, 615J, 616A, 617A, 622, 639F; PB: 12, 43</p>
<p>5. Infer word relationships in analogies.</p>	<p>Analogies, TE4: 383G; TE5: 495G; TE6: 569I–569J</p>
<p>CAS C. Make and support inferences when reading nonfiction text, relating structure, organization, and content to the textual purpose.</p>	
<p>CFS</p>	
<p>1. Identify and describe the function of key elements in representative works of nonfiction (e.g., public documents, editorials, essays, thesis/central idea organization).</p>	<p>Nonfiction, TE1: 49N–49O, 52–64; TE2: 140A–141B, 145–157, 160–163, 167I–167J, 187U–187X, 190–206, 213B, R6–R7; TE4: 362–377, 390–401, 410–427, 427B, R6–R7; TE5: 452A–453B, 470–473, 492–495, 514–517; TE6: 571K–571L</p>
<p>2. Evaluate literary merit using a coherent set of evaluation criteria.</p>	<p>Nonfiction: Evaluating, TE1: 53, 56, 57, 58, 60, 64; TE2: 187X; TE4: 363, 367, 368, 370, 373, 374, 376, 377</p>
<p>3. Analyze the impact of author’s decision regarding word choice and content.</p>	<p>Nonfiction: Writer’s Craft, TE1: 54, 56, 64; TE2: 141B, 148, 150, 202; TE4: 396, 416</p>
<p>STATE GOAL 2: UNDERSTAND EXPLICIT AND IMPLICIT MEANING IN LITERATURE REPRESENTING INDIVIDUAL, COMMUNITY, NATIONAL, WORLD, AND HISTORICAL PERSPECTIVES.</p>	
<p>CAS A. Distinguish among author’s use of literary elements, forms, and devices in significant works of literature representative of various societies, cultures, eras, and ideas.</p>	

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1. Identify setting and describe its impact upon characters' actions, relationships, and reactions.	Setting, TE1: 30, 31, 83, 94A, 106; TE2: F219; TE3: 258, 299C, 309, 319A–319B; TE6: 620, 623; PB: 175, 178
2. Interpret and discuss ways in which an author establishes and develops plot elements.	Plot Events, TE1: 31, 32, 36, 38; TE3: 273J, 309, 319A–319B; TE5: 460; TE6: 623; PB: 175, 178
3. Describe the functions and impact of points of view of the authors in significant works of literature.	Significant Literature: Author's Point of View, TE1: 52–67; TE2: 144–159
4. Describe the mood/ atmosphere of narrative literature and identify ways in which an author establishes it.	Mood, TE1: 49K, 54, 67, 104, 106, 114 Suspense, TE6: 584 Eerie and Ominous Tone, TE6: 620
5. Distinguish among and describe the function of key literary devices in representative works of dramatic literature, prose fiction, and poetry (e.g., metaphor, simile, imagery and symbolism).	Metaphor, TE3: 296, 324; TE5: 500 Similes, TE1: 45, 83; TE3: 257, 258, 311; TE4: 416, F443; TE6: 598, 607 Imagery, TE1: 32, 40; TE2: 185, 186, 187 Symbolism, TE2: 163C–163D
6. Distinguish among and describe the function of key structural elements in representative works of dramatic literature:	
• use of dialogue.	Dialogue in a Play, TE1: 64, 76; TE2: 159, 167D, F219, F224; TE3: 287, 292, 330
• scene and act design.	Scene and Set Design in a Play, TE1: 47P
• stage directions.	Stage Directions in a Play, TE6: 626
7. Illustrate and/or demonstrate the function of key structural elements of works of poetry:	
• stanza patterns.	Stanza patterns are not discussed at this level.
• rhyme scheme.	Rhyme, TE2: 187; TE3: 293, 296
• free verse.	Free Verse, SB: 297, TE3: 297

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<ul style="list-style-type: none"> • couplet. 	Couplets are used in several of the poems included in the anthology but are not discussed.
<ul style="list-style-type: none"> • meter. 	Meter is not discussed at this level.
8. Distinguish among characteristics of various forms of literature and describe their operation in selected works:	
<ul style="list-style-type: none"> • fairy tales. 	For fairy tales, see the Bibliography suggestions for independent reading. See page 332B.
<ul style="list-style-type: none"> • tall tales and folk tales. 	For tall tales and folk tales, see the Bibliography suggestions for independent reading.
<ul style="list-style-type: none"> • fables and myths. 	Myths, SB: 171–181; TE2: 171–181, 187B, R4–R5; TE4: F432–F436, F437–F440, F441–F445
<ul style="list-style-type: none"> • autobiographies/ biographies. 	Autobiography, SB: 457–467, 479–489; TE5: 457–467, 479–489 (continued)
<ul style="list-style-type: none"> • autobiographies/ biographies. (continued) 	Biography, TE2: 167K–167L; TE4: 387I–387J; TE5: 498–511, 475J–475K, 475L–475M, 475N–475O; TE6: 571M–571N, 574, 593B, R4–R5
<ul style="list-style-type: none"> • informational selections. 	Informational Selections, TE2: 210–213; TE3: 348–351; TE4: 380–383, 390–403, 404–407; TE6: 550–565, 566–569, 596–611, 612–615, 636–639
<ul style="list-style-type: none"> • poetry. 	Poetry, TE2: 184, 185, 186, 187; TE3: 297
9. Critique works according to an author’s use of significant literary elements and techniques.	Evaluating Literature, TE1: 31, 35, 51B, 53, 56, 57, 58, 60, 64, 65, 69, R4–R5; TE2: 187X, 213D; TE3: 254, 267, 284; TE4: 361B, 363, 367, 368, 370, 373, 374, 376, 377, 387N, F436; TE5: 495B; TE6: 574
CAS B. Compare and contrast themes, patterns, and relationships present in a variety of fiction and nonfiction reflective of different cultures, historical periods, and perspectives.	
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<p>1. Compare and contrast characters, settings, and events in works from different eras dealing with themes, issues, and problems.</p>	<p>Compare and Contrast, TE1: 47, 71, 88, 93, 110, 115; TE2: 163, 182, 187, 208, 213; TE3: 258, 271, 292, 297, 311, 314, 346, 351; TE4: 364, 371, 377, 378, 383, 407, 415, 424, 427, F445; TE5: 473, 490, 495, 497B, 497C, 504, 509, 517, 517A–517B, R6–R7, R12–R11; TE6: 564, 569, 598, 610, 615, 631</p>
<p>2. State and defend conclusions concerning how works from different cultures reflect an author’s view of significant recurrent themes and issues:</p>	
<ul style="list-style-type: none"> • responsibilities of the individual within a society. 	<p>Social Responsibilities, TE1: R4–R5; TE2: 167K–167L; TE5: 452A–453B, 457–469, 475I–475J, 475K–475L, 475M–475N, F522–F524, F525–F528, F529–F532, F533–F535, F536–F537</p>
<ul style="list-style-type: none"> • family life. 	<p>Family Life, TE1: 49K–49L, 74–89, R6–R7, R8–R9; TE3: 273K–273L, R2–R3, R4–R5; TE5: R4–R5</p>
<ul style="list-style-type: none"> • courage, heroism. 	<p>Courage, Heroism, TE1: 24A–25B, 29–45, 46–47, 49I–49J, 49K–49L, 49M–49N, 49S–49V, 52–67, 68–71, 71U–71X, 74–89, 90–93, 93U–93A, 97–111, 112–115, R2–R3, R4–R5, R6–R7, R8–R9; TE2: 145–149, 160–163; TE5: R6–R7</p>
<ul style="list-style-type: none"> • commitment and human relationships. 	<p>Commitment and Relationships, TE1: 52–67; TE3: 247–267, 273K–273L, 273M–273N, 276–293, 301–315, 319U–319Z, 322–347, R6–R7, R8–R9</p>
<ul style="list-style-type: none"> • ethical behavior. 	<p>Ethical Behavior, TE1: 52–67, 68–71, R4–R5; TE2: R2–R3, F218–F225; TE5: 495U–495X</p>
<p>3. Draw inferences about how the historical period during which a work of literature was written is reflected in the work itself.</p>	<p>Historical References, TE3: 246–264; TE4: 362, 383B, 387M–387N, R2–R3</p> <p>Historical Eras, TE1: 50A, 52–64, 68–71; TE2: 142A, 167Q–167R; TE3: 244A; TE4: 358A–359B, 362–377, 380–383, 387I–387J, 387M–387N, 387Q–387T, 388A, 390–403, 404–407, 407U–407V, 408A, 410–423, R2–R3, R4–R5, R6–R7; TE5: 452A–453A, 475J–475K, 501, 502</p>

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4. Articulate and support conclusions about the impact of the work, its relevance to the reader, and ways in which the work elicits personal reactions and associations.	Literary Review of Cultural Works, TE1: 50A, 50; TE2: 182, 187
STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.	
CAS A. Produce documents and other written works that adhere to Standard English conventions.	
CFS	
1. Edit written manuscripts to demonstrate control of grammar:	
<ul style="list-style-type: none"> regular and irregular verb tense. 	Verb Tenses, TE2: 187E; TE3: 297K–297L, 319K–319L, R28–R29; PB: 169, 170, 171, 184
<ul style="list-style-type: none"> personal pronouns. 	Personal Pronouns, TE5: 473K–473L
<ul style="list-style-type: none"> nominate, objective, and possessive case pronouns. 	Pronoun Case, TE1: 66; TE5: 473K–473L, 495K–495L, 517K–517L; R20–R21, R22–R23; PB: 283–285, 303–305, 318–320
<ul style="list-style-type: none"> adverb and adjective usage. 	Adjectives, TE1: 71K–71L; TE2: 213L; TE3: 319I; TE4: 383K, 383L, 407K–407L, R20–R21, R22–R23, F442; PB: 223–235, 243–245 Adverbs, TE1: 71J; TE4: 427K–427L, R24–R25; PB: 258–260
<ul style="list-style-type: none"> prepositional phrases 	Prepositional Phrases, TE6: 569K–569L, 593N, R26, R27; PB: 367
<ul style="list-style-type: none"> modifiers. 	Modifiers, TE4: 427K, R24–R25
<ul style="list-style-type: none"> sentence fragments. 	Sentence Fragments, TE1: 93K–93L; TE3: 297N, R29; TE5: 475E; PB: 48, 49, 50, 173, 289
<ul style="list-style-type: none"> run-on sentences. 	Run-on Sentences, TE1: 93K–93L; TE3: 297N, R29; PB: 50, 173
<ul style="list-style-type: none"> double negatives. 	Double Negatives, TE5: 517K–517L, R24–R25; PB: 318
2. Use correct and varied sentence structure:	

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<ul style="list-style-type: none"> • complex sentences. 	Complex sentences are not formally discussed. See Commas in a Compound or Complex Sentence, TE6: 615N; PB: 382
<ul style="list-style-type: none"> • independent and dependent clauses. 	Clauses, TE1: 93K–93L; PB: 48
<ul style="list-style-type: none"> • transitions and conjunctions. 	Signal Words for Sequence, TE1: 71W, 77, 90, 93A, 101, 115P; TE5: 461, 473O, 503 Conjunctions, TE1: 93K–93L, R29, R30; TE6: 615N; PB: 48
3. Use a variety of modifiers and techniques of subordination to enhance elaboration of text.	Elaborating with Adjectives, TE4: 407N; PB: 247
4. Use the active voice to reinforce liveliness of text.	May be developed in conjunction with Vivid Verbs, TE1: 79; TE3: 310.
5. Use correct punctuation forms:	
<ul style="list-style-type: none"> • comma in a series. 	Commas in a Series, TE6: 615K–615L, R30, R31; PB: 378, 380
<ul style="list-style-type: none"> • apostrophe in possessives and contractions. 	Apostrophe with Possessive, TE1: 115E; TE2: 163K, 163L; PB: 58, 89–91
<ul style="list-style-type: none"> • quotation marks. 	Quotation Marks, TE6: 639K–639L, R33; PB: 394–395
<ul style="list-style-type: none"> • hyphen. 	Hyphens are not covered.
<ul style="list-style-type: none"> • dash. 	Dashes are not covered.
<ul style="list-style-type: none"> • semi-colon. 	Semi-colons are not covered.
6. Edit written work for correct capitalization and spelling.	Proofreading Capitalization, TE1: 49F; TE2: 167F; TE3: 273F; TE4: 387F; TE5: 475F; TE6: 571F; <p style="text-align: right;">(continued)</p>
6. Edit written work for correct capitalization and spelling.	Proofreading Capitalization, (continued) PB: 18, 94, 154, 228, 288, 348, 433, 434 Proofreading Spelling, TE1: 47H, 49F, 71H, 93H, 115H; TE2: 163H, 167F, 187H, 213H; TE3: 271H, 273F, 297H, 319H, 351H; TE4: 383H, 407H, 427H; TE5: 473H, 495H, 517H; TE6: 569H, 615H, 593H, 639H

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CAS B. Write in a manner that reflects focus, organization, and coherence, using a variety of supporting evidence and elaborative detail.	
CFS	
1. Present effective introductions, body support, and conclusions that guide and inform the reader’s understanding of key ideas and evidence in writing.	Introductions and Conclusions, TE4: 383M, 383N, 384; TE5: 474, 475, 475D Writing a Good Beginning, TE2: 163M, 178B; TE5: 473M, 517M; TE6: 569M, 569N, 570, 615M
2. Create an organizing structure that is balanced and unifies all aspects of the piece, including:	
<ul style="list-style-type: none"> • chronological order/ narrative sequence. 	Developing a Plot, TE2: 158, 164, 167B
<ul style="list-style-type: none"> • descriptive details in spatial order. 	Descriptive Language, TE1: 84; TE2: F231, F233; TE3: 257, 273, 297J; TE4: F443; TE5: 480, 505; TE6: 600, 607, 620 Sensory Details, TE1: 45, 49D, 85; TE3: 273
<ul style="list-style-type: none"> • sequential pattern or organization. 	Organizing in Spatial Order or Order of Importance, TE1: 49B, 93N, 110
<ul style="list-style-type: none"> • cause and effect. 	Writing Cause and Effect, TE1: 41, 71, 88; TE2: 163; TE3: 261, 271, 307, 348, 351; TE4: 389C, 399, 407A–407B, R4–R5; TE5: 463, 517; PB: 234, 236–237
<ul style="list-style-type: none"> • similarity and difference. 	Writing a Comparison/Contrast, TE1: 47, 71, 88, 93, 110, 115; TE2: 163, 182, 187, 208, 213; TE3: 258, 271, 292, 297, 311, 314, 346, 351; TE4: 364, 371, 377, 378, 383, 407, 415, 424, 427, F445; TE5: 473, 490, 495, 497B, 497C, 504, 509, 517, 517A–517B, R6–R7, R12–R11; TE6: 564, 569, 598, 610, 615, 631
<ul style="list-style-type: none"> • posing and answering a question. 	Writing a Question, TE1: 73P; TE2: 145, 152, 178, 191, 197; TE3: 269, 297C, 297D, 301, 308; TE4: 427H; TE5: 464, 479, 485, 499, 506; TE6: 569H, 575, 581, 595B, 597, 604 Answering an Essay Question, TE6: 639M
3. Use evidence to support all statements and claims, including:	

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<ul style="list-style-type: none"> relating an anecdote. 	Writing Anecdotes is not formally discussed but can be incorporated into the Reading Writing Workshops. See TE1 : 48–49G; TE5 : 474–475G.
<ul style="list-style-type: none"> presenting a description. 	Descriptive Language, TE1 : 84; TE2 : F231, F233; TE3 : 257, 273, 297J; TE4 : F443; TE5 : 480, 505; TE6 : 600, 607, 620
<ul style="list-style-type: none"> using facts and statistics. 	Using Examples, TE4 : 383M, 383N Including Facts Not Opinions, TE2 : 163N; TE4 : 407M, 407N; PB : 92, 93, 94
<ul style="list-style-type: none"> presenting specific supporting examples. 	Giving and Supporting Reasons, TE5 : 473M
<ul style="list-style-type: none"> using direct and indirect quotes. 	Writing Dialogue, TE2 : F225, F233
4. Use effective transitions between ideas (e.g., first, furthermore, in conclusion).	Signal Words for Sequence, TE1 : 71W, 77, 90, 93A, 101, 115P; TE5 : 461, 473O, 503
5. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for coherence, progression, and logical support of ideas.	Revising, TE1 : 49E; TE2 : 167E; TE3 : 273E; TE4 : 387E; TE5 : 475E; TE6 : 571E
CAS C. Use stages of the writing process to produce well-developed expository, narrative, persuasive and technical texts that address audience, purpose, and context.	
CFS	
1. Develop narrative and descriptive writings, centered around a controlling theme or purpose, that establish and elaborate upon a sequence of events.	Writing Narratives, SB : 48–49, 66, 76, 158, 164–165, 236, 292, 402, 446, 610; TE1 : 48–49G, 66, 71O, 76; TE2 : 158, 164–167GF223, F225, F233, F236; TE3 : 292, 319M–319N; TE4 : 407H; TE6 : 593M–593N, 610, 639M; PB : 18–19, 94–95 Writing Descriptions, SB : 110, 272–273, 314, 378, 490, 564; TE1 : 40, 60, 84, 110; TE2 : 187H, F218, F222, F226; TE3 : 272–273G, 314; TE4 : 375, 383D, 402, F432; TE5 : 473, 490, 495H, 507, 517H; PB : 154–155

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2. Develop expository writing that presents a controlling idea/topic sentence/thesis, including paragraphs and multi-paragraph compositions designed to explain the topic or situation.	Writing Expository Pieces, SB: 44, 182, 266, 346; TE1: 30, 44, 47M–47N; TE2: 182, 213M, 213N; TE3: 266, 271M, 297M, 346; TE4: 383M–383N; TE5: 479, 487, 495M–495N; TE6: 593, 639M, 639O; PB: 16–17153, 173, 227, 306, 396
3. Compose persuasive writing designed to convince the reader to accept a proposition, proposal, or point of view.	Persuasive Writing, SB: 208, 424, 570–571; TE1: 49F; TE2: 208, 213M, 213N; TE3: 297M, 351M–351N; TE4: 424; TE5: 490; TE6: 571–571G, 639M; PB: 127, 202, 396
STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.	
CAS A. Listen and respond critically to gain knowledge from spoken messages and formal presentations.	
<u>CFS</u>	
1. Ask and respond to relevant questions.	Answering Questions, TE3: 346 Ask Questions, TE1: 71O, 71P; TE3: 264, 297C, 297D, 313, 319P
2. Summarize and paraphrase essential information presented in spoken messages and formal presentations.	Summarizes Orally Presented Material, TE2: 167R; TE5: 473O–473P Paraphrasing, TE3: 351P
3. Articulate and describe the key structural elements of spoken messages and formal presentations.	Listening to Write From Dictation, TE1: 47G, 71G, 93G, 115G; TE5: 473G, 495G, 517G; TE6: 569G, 569H, 593G, 593H, 615G, 615H, 639G, 639H Listening to Take Messages, TE1: 71P, 88 Listening to Guest Speakers, TE3: 297D
4. Restate and carry out a series of oral instructions or directions.	Listens to Follow Directions, TE1: 115O–115P; TE6: 571S–571V
5. Distinguish between facts and opinions.	Distinguishing Fact and Opinion, TE1: 61, 70; TE2: 140B, 141B, 143B, 143C, 153, 156, 163A–163B, R2–R3, R8–R9; TE3: 316, 319; PB: 82–83
6. Compare and contrast articulated perspectives and points of view.	Listening to Compare and Contrast, TE5: 495U–495X

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7. Describe the relationship between a speaker’s verbal communication skills (e.g., word choice, pitch, feeling, tone, and voice) and non-verbal messages (e.g., eye contact, posture, and gestures).	Eye Contact, TE1: 93P; TE6: 639P Volume and Enunciation, TE3: 297P Tone of Voice, Gestures, Expression, TE3: 271P, 351P Nonverbal Communication, TE3: 351P
CAS B. Use Standard English to communicate orally in a well-organized and coherent manner appropriate to purpose and audience.	
<u>CFS</u>	
1. Use Standard English grammar and sentence structure during presentations.	The grammar and writing lessons which accompany each major selection contain speaking applications.
2. Use language consistent with identified purpose, audience, and setting in informal and formal presentations.	Formal and Informal Language, TE2: 167D, 213M, 213N; TE3: 273K
CAS C. Give oral presentations that are organized in logical sequence for clarity and emphasis.	
<u>CFS</u>	
1. Present oral reports that:	
• organize ideas sequentially or around major points of information.	Organize Oral Reports, TE1: 49B, 93N, 110
• develop the topic with facts, anecdotes, examples, and explanations.	Develop Oral Reports TE1: 71; TE2: 213O–213P; TE4: 383, 383D; TE5: 501; TE6: 593P
• contain sensory details to enable the listener to imagine the world, the event, or the experience.	Sensory Language, TE1: 45, 49D, 85; TE3: 273

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2. Take one side of an issue and provide support in an informal debate, adjusting voice modulation to emphasize salient ideas and concepts for the audience.	Debating, TE2: 187X; TE6: R34 Making a Persuasive Argument, TE4: 372
3. Align nonverbal elements to accommodate audience and its background and expectations:	
• dress.	Dress is not discussed at this level.
• posture.	Posture might be included in many Speaking lessons.
• eye contact.	Eye Contact, TE1: 93P; TE6: 639P
• movement.	Movement, TE6: 639P
• gestures and related forms of contact.	Gestures, TE1: 47O; TE2: 187O, 187P, 213O; TE3: 319P, 351P; TE4: 383O, 383P
STATE GOAL 5: USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION.	
CAS A. Gather, organize, and integrate information from a variety of print and non-print sources (e.g., library, electronic sources, human resources) to answer questions and solve problems related to investigation and research.	
CFS	
1. Construct questions to guide research.	Research Process: Question Formation, TE4: 384–387G
2. Collect and record information to answer a controlling research question:	
• ideas/concepts.	Research Process: Source Selection, TE2: 187C–187D
• direct quotes.	Direct Quotations, TE6: 586
• paraphrase.	Research Process: Paraphrasing, TE4: 384–387G
• summarize.	Research Process: Summarizing, TE4: 384–387G
• footnote.	Footnotes may be introduced during the Reading-Writing workshop concerning the research report. See TE4: 384–387G.

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3. Conduct a general overview of content to locate relevant information.	Locating Information Quickly, TE4: 383, 383C–383D, 384, 387A; TE5: 473C–473D; TE6: 639
4. Organize and record information using appropriate visual organizers.	K-W-L Strategy, TE3: 269; TE5: 455B, 455C, 457, 462, 463, 464, 466, 467
5. Distinguish between primary and secondary reference sources and cite properly.	Distinguishing Primary and Secondary Sources, TE4: 427C–427D Citing Sources, TE4: 383D; TE6: 571D
6. Write and present reports about key ideas, issues, or situations with evidence generated from formal research.	Writing a Report, SB: 384–387; TE1: 71D; TE3: 271D; TE4: 384–387G; TE5: 473D, 495D, 501; TE6: 615C–615D; PB: 228–229
7. Analyze media presentations (e.g., newspaper, magazine, radio, television) to assess their impact upon daily life.	Media Literacy, SB: 46–47; TE1: 46–47