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Level Six

correlated to

Tennessee Learning Expectations, Accomplishments, and Performance Indicators

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Writing	
Content Standard: 2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.	
Learning Expectations:	
2.01 Engage in prewriting using a variety of strategies.	Prewriting, SB: 12–17, 369–373, 406–410, 450–453, 486–492, 536–538, 562, 565; TE: 12, 13, 14, 15, 16, 17, 369, 370, 371, 372, 373, 406, 407, 408, 409, 410, 450–453, 486–492, 536, 537, 538; WP: 149–151, 156–158, 164, 169, 175, 181; RW: 90–92, 97–99, 105, 110, 116, 122
2.02 Write for a variety of audiences and purposes.	Purpose and Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486
2.03 Compose drafts of written works.	Drafting, SB: 18–19, 374–375, 411–412, 454–455, 493–495, 539–541, 566–568; TE: 18, 19, 374, 375, 411, 412, 454, 455, 493, 494, 495, 539, 540, 541, 566, 567, 568; WP: 152, 153, 159, 160, 165–166, 170–171, 176–178, 182–183; RW: 93, 94, 100, 101, 106–107, 111–112, 117–119, 123–124
2.04 Show evidence of and determine appropriate revisions within the draft.	Revising, SB: 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; TE: 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 497, 500, 543, 544, 570, 571; WP: 155, 162, 168, 173, 180, 185; RW: 96, 103, 109, 114, 121, 126
2.05 Include editing before the completion of finished work.	Proofreading, SB: 24–25, 379, 389, 416, 459, 501, 545, 572; TE: 24, 25, 379, 389, 416, 459, 501, 545, 572
2.06 Evaluate own and others' writing.	Evaluating Compositions, SB: 363, 376, 413, 456, 496, 542, 569; WP: 154, 161, 167, 172, 179, 184; RW: 95, 102, 108, 113, 120, 125 Evaluating Response to Others' Writing, SB: 11, 362, 400, 443, 477, 528, 555

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2.07 Experience numerous publishing opportunities.	Publishing, SB: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573; TE: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573 Desktop Publishing, TE: 27, 380, 417, 509, 573
2.08 Write in the expository mode.	Expository Writing, SB: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509; TE: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441, 443, 444–461, 463–468, 473, 477–479, 481, 482, 484–502; WP: 40–41, 50–51, 64–65, 79–80, 81–82, 94–95, 112–113, 164–168; RW: 25, 30, 38, 47, 48, 56, 67, 105–109, 110–114
2.09 Write frequently across all content areas.	Writing in Art, SB: 381, 418, 503, 574 Writing in Drama, SB: 547 Writing in Literature, SB: 461, 503 Writing in Math, SB: 418, 503 Writing about Physical Education, SB: 461 Writing in Science, SB: 400, 418, 443, 461, 503, 547 Writing in Social Studies, SB: 418, 461, 477, 503, 547
2.10 Write expressively in order to develop an effective writing style.	Expressive Writing, SB: 54, 59, 65, 89, 95, 128, 131, 146, 190, 200, 240, 256, 281, 289, 296, 324, 332, 353–357, 359–381, 383–384, 385–390; TE: 54, 59, 65, 89, 95, 128, 131, 146, 190, 200, 240, 256, 281, 289, 296, 324, 332, 353–357, 359, 360, 362–381, 383–384, 385–390; WP: 31–32, 46–47, 48–49, 58–59, 75–76, 83–84, 98–99, 110–111, 118–119, 124–125, 130–131, 139–140, 145–146, 149–155; RW: 19, 28, 29, 35, 45, 58, 66, 71, 74, 78, 83, 87, 90–96
2.11 Write in response to literature.	Personal Response Writing, SB: 362, 400, 443, 477, 528, 555; TE: 362, 400, 443, 477, 528, 555
2.12 Write in a variety of modes and genres.	Writing to Explain, SB: 433, 437, 438, 450, 463, 486 Writing to Inform, SB: 433, 437, 438, 486, 504–506, 507–509, 510–511 Writing to Compare and Contrast, SB: 40, 86, 149, 190, 321, 437, 450–462; WP: 164, 165, 166, 167, 168; RW: 105, 106, 107, 108, 109 Writing to Entertain, SB: 12, 95, 562 Writing to Record Ideas and Reflections, SB: 12, 380, 417, 433, 450, 460, 486, 502, 504, 546, 573, H57, H58 Composing Poetry, SB: 95, 385–390; Writing Haiku, SB: 213 Composing a Story, SB: 329, 552–574; WP: 181–185; RW: 122–126 Writing a Biography, WP: 119; Composing an Autobiography, SB: 324; WP: 51, 105 Writing a Play, SB: 576–581; TE: 576, 577, 578, 579; WP: 99; Composing a TV Script, SB: 235; Composing a Skit, SB: 34
2.13 Locate and analyze information to prepare written works and presentations.	Locating Information, SB: 488; WP: 169; RW: 110 Evaluating Information, SB: 364, 424–427, 488–489, 490–491; TE: 490, 491

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Writing Accomplishments	
6.2.01 Engage in pre-writing using a variety of strategies.	
a. Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.	Brainstorming in Prewriting, SB: 14, 372 Discussing in Prewriting, SB: 13, 369, 406, 450, 486, 536, 562
b. Use print and non-print materials along with prior knowledge to provide background for writing.	Published Models, SB: 10–11, 359–362, 397–400, 441–443, 473–477, 525–528, 552–555 Student Models, SB: 364–368, 402–405, 445–449, 479–485, 530–535, 557–561
c. Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to show evidence of a prewriting plan.	Writing from an Outline, SB: 493–494; TE: 493, 494; WP: 170; RW: 111 Using Graphic Organizers in Prewriting, SB: 14, 370, 372, 408, 451, 487, 537, 562, 565
d. Select and limit a topic.	Choosing a Topic, SB: 12–13, 387, 391, 392, 406, 450–451, 486, 536 Narrowing a Topic, SB: 369, 487, 536, 562
e. Determine appropriate audience (i.e. personal).	Purpose and Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486
f. Establish a purpose for writing (e.g., to inform, to describe, to explain, to persuade).	Writing to Inform, SB: 433, 437, 438, 486, 504–506, 507–509, 510–511 Writing to Explain, SB: 433, 437, 438, 450, 463, 486 Writing to Entertain, SB: 12, 95, 562 Writing to Influence, SB: 12, 406, 420–421 Writing to Narrate, SB: 519, 536, 549 Writing to Record Ideas and Reflections, SB: 12, 380, 417, 433, 450, 460, 486, 502, 504, 546, 573, H57, H58 Writing to Solve a Problem, SB: 504–506 Writing to Compare and Contrast, SB: 40, 86, 149, 190, 321, 437, 450–462; WP: 164, 165, 166, 167, 168; RW: 105, 106, 107, 108, 109 Writing to Express, SB: 12, 369, 385–390, 562, 576–581
6.2.02 Write for a variety of audiences and purposes.	
a. Determine the intended audience (i.e. a focus on personal audiences including classmates, family, friends, teachers, school, and community).	Purpose and Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486
b. Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.	Sharing Writing with Others, SB: 26, 27, 380, 389, 417, 460, 468, 502, 546, 573; TE: 26, 27, 380, 389, 417, 460, 468, 502, 546, 573
c. Continue to write competently in the narrative and descriptive modes.	Composing a Personal Narrative, SB: 529–547; TE: 530–547; WP: 175–180; RW: 116–121 Composing a Narrative Paragraph, SB: 519–523 Composing a Story, SB: 329, 552–574; WP: 181–185; RW: 122–126 Descriptive Writing, SB: 13–27, 34, 37, 56, 98, 125, 187, 205, 299, 318; TE: 13–27, 34, 37, 56, 98, 125, 187, 205, 299, 318; WP: 33–34, 44–45, 73–74, 87–88, 132–133, 135–136; RW: 20, 27, 44, 52

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d. Explore writing in the expository mode.	Writing Expository Paragraphs, SB: 433–439 Writing a Compare-Contrast Essay, SB: 441–461; TE: 441, 443–461; WP: 164–168; RW: 105–109 Writing Instructions, SB: 463–468; TE: 463–468
e. Write in response to expository prompts.	Expository Prompts, SB: 43, 49, 119, 134, 155, 198, 235, 259, 461, 503
f. Write personal reflections to experiences and events.	Writing to Record Ideas and Reflections, SB: 12, 380, 417, 433, 450, 460, 486, 502, 504, 546, 573, H57, H58
g. Produce original works of creative and imaginative writings.	Creative Writing, SB: 95, 103, 141, 213, 528
h. Write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).	Taking Notes, SB: 490, 513, H32–H33; TE: 395, 490, 513, H32–H33
6.2.03 Compose drafts of written works.	
a. Use prewriting plan to guide the first draft.	Drafting, SB: 18–19, 374–375, 411–412, 454–455, 493–495, 539–541, 566–568; TE: 18, 19, 374, 375, 411, 412, 454, 455, 493, 494, 495, 539, 540, 541, 566, 567, 568; WP: 152, 153, 159, 160, 165–166, 170–171, 176–178, 182–183; RW: 93, 94, 100, 101, 106–107, 111–112, 117–119, 123–124
b. Write and think freely while drafting.	Free writing, SB: 14
c. Select mode based on purpose.	Purpose and Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486
d. Develop a thesis statement appropriate to topic.	Writing a Topic Sentence, SB: 18, 19, 410, 433–434, 437, 455, 493–494; TE: 18, 19, 433, 434, 455, 493, 494; WP: 166, 170; RW: 107, 110
e. Present sufficient knowledge of topic to reflect background and understanding.	Supporting a Written Essay, SB: 370, 407–408; TE: 370, 407, 408; WP: 149, 156; RW: 90, 97
f. Compose the draft with an introduction, a body, and a conclusion.	Composing Introductions, SB: 375, 411, 454, 495; WP: 153, 159, 165, 171; RW: 94, 100, 106, 112 Blending Paragraphs Within Larger Units Of Text, SB: 373, 410, 493–494, 570; WP: 170; RW: 111 Composing Conclusions, SB: 18, 375, 411, 454, 495, 522, 541; TE: 18, 375, 411, 454, 522, 541; WP: 153, 159, 165, 171, 178; RW: 94, 100, 106, 112, 119
g. Use precise language including vivid words, colorful modifiers, and figurative language.	Using Exact Words in Compositions, SB: 17, 21, 159, 571; TE: 19, 21, 159, 571; WP: 68, 185; RW: 40, 126 Use Figurative Language in Writing, SB: 544, H13; TE: 544, H13
h. Develop sentences that are clear, varied, and appropriate to the audience.	Sentence Fluency, SB: 50–51, 60–61, 99–100, 183–184, 201–202, 244–245, 249–250, 293–294, 325, 326, 378, 415, 458, 544, 570; WP: 13–14, 21–22, 35–36, 71–72, 85–86, 102–103, 106–107, 128–129, 141–142; RW: 7–8, 12–13, 21–22, 42–43, 50–51, 60–61, 63–64, 76–77, 84–85

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6.2.04 Show evidence of and determine appropriate revisions within the written draft.	
a. Revise writing to focus on purpose.	Revising, SB: 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; TE: 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 497, 500, 543, 544, 570, 571; WP: 155, 162, 168, 173, 180, 185; RW: 96, 103, 109, 114, 121, 126
b. Evaluate and determine if word choices are appropriate for the target audience.	Revising Drafts for Word Choice, SB: 183, 212, 378, 415, 458, 498, 544, 571; WP: 71, 72, 85, 86, 155, 162, 168, 173, 180; RW: 42, 43, 50, 51, 96, 103, 109, 114, 121
c. Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).	Revising Drafts for Sentence Fluency, SB: 50–51, 60–61, 99–100, 142–143, 183, 244–245, 277–278; 293–294, 378, 415, 458, 498, 544, 571; WP: 13–14, 21–22, 35–36, 56–57, 71–72, 102–103, 116–117, 128–129, 155, 162, 173, 180, 185; RW: 7–8, 12–13, 21–22, 33–34, 42–43, 60–61, 69–70, 76–77, 96, 103, 114, 121, 126 Revising for Coherence, SB: 60–61, 571; WP: 21–22; RW: 12–13
d. Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).	Organization of Writing, SB: 12, 16–17, 373, 410, 452–453, 465, 512–513, 538; WP: 151, 158, 164, 175; RW: 92, 99, 105, 116 Writing with Sequence in a Story, SB: 564; WP: 181; RW: 122 Order in Writing, SB: 16, 410, 452–453; WP: 175, RW: 116
e. Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).	Revising, SB: 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; TE: 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 497, 500, 543, 544, 570, 571; WP: 155, 162, 168, 173, 180, 185; RW: 96, 103, 109, 114, 121, 126
f. Explore the use of words and phrases that create mood to establish a tone.	Mood, SB: 385, 388–389, 568; TE: 385, 388, 389, 568
g. Analyze writing for clarity of thought.	Evaluating Written Work, SB: 376, 413, 456, 496, 542, 569
6.2.05 Include editing before the completion of finished work.	
a. Edit for elements of language.	Proofreading Grammar and Usage, SB: 25, 69, 108–109, 187, 190, 205, 208, 211, 264, 303–305, 332, 336, 416, 459, 501, 545, 572
b. Proofread using prior knowledge and reference materials.	Proofreading Checklists, SB: 25, 379, 416, 459, 501, 545, 572 Proofreading with a Dictionary, SB: 24, 421, 501, 550, H81–H85
c. Create readable documents.	Make a Neat Final Copy, SB: 25, 380, 417, 460, 502, 546, 573
6.2.06 Evaluate own and others’ writing.	
a. Develop and use a rubric for evaluation of writing focused on specific skills.	Rubrics for Evaluating Written Work, SB: 376, 413, 456, 496, 542, 569

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b. Make appropriate suggestions for improvement, using the Tennessee State assessment rubric.	The Tennessee State assessment rubric is at the teacher's direction and discretion.
c. Recognize the strengths, errors, and challenges in peers' writing.	Holding a Writing Conference, SB: 10, 11, 377, 414, 457, 497, 543, 570; TE: 10, 11, 377, 414, 457, 497, 543, 570
d. Evaluate improvements made in own and others' work.	Reflecting on Writing, SB: 26, 380, 417, 460, 502, 546, 573
6.2.07 Experience numerous publishing opportunities.	
a. Produce a variety of written works suitable for publication and/or sharing.	Make a Neat Final Copy, SB: 25, 380, 417, 460, 502, 546, 573
b. Use multiple technological resources to prepare and present work.	Using Computers in Writing, SB: 580, H46–H56 Creating a Multimedia Presentation, SB: 512–513, H53–H56; TE: 512–513, H53–H56
c. Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, Internet websites, newspaper/periodicals).	Publishing, SB: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573; TE: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573
6.2.08 Write in the expository mode.	
a. Write in response to expository prompts, including frequent opportunities for timed writing.	Expository Prompts, SB: 43, 49, 119, 134, 155, 198, 235, 259, 461, 503
b. Write frequently in the expository mode.	Writing Expository Paragraphs, SB: 433–439 Writing a Compare-Contrast Essay, SB: 441–461; TE: 441, 443–461; WP: 164–168; RW: 105–109 Writing Instructions, SB: 463–468; TE: 463–468
c. State a thesis with relevant supporting details.	Expository Writing: Topic/Main Idea/Supporting Details, SB: 433–436; TE: 433–436
d. Determine an appropriate organizational format for an expository essay.	Expository Formats, SB: 433–439; TE: 433–439
e. Explore models of expository writing through reading.	Expository Models, SB: 441–443, 445–449, 463–464
f. Determine an appropriate title that creatively reflects the topic.	Writing Good Titles, SB: 27, 380, 417, 460, 502, 546, 573
g. Determine the qualities of strong introductory and concluding paragraphs to enrich writing assignments.	Composing Introductions, SB: 375, 411, 454, 495; WP: 153, 159, 165, 171; RW: 94, 100, 106, 112 Composing Conclusions, SB: 18, 375, 411, 454, 495, 522, 541; TE: 18, 375, 411, 454, 522, 541
h. Explain/illustrate key ideas clearly.	Explain Key Ideas, SB: 441–443, 445–449, 463–464
i. Incorporate varied expository structures (i.e., compare/contrast and question/answer).	Writing Expository Paragraphs, SB: 433–439 Writing a Compare-Contrast Essay, SB: 441–461; TE: 441, 443–461; WP: 164–168; RW: 105–109
j. Apply the Tennessee State assessment rubric to an expository essay.	Applying the Tennessee State assessment rubric to an expository essay is at the teacher direction.

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k. Continue to demonstrate facility in the use of language.	Sentence Fluency, SB: 50–51, 60–61, 99–100, 183–184, 201–202, 244–245, 249–250, 293–294, 325, 326, 378, 415, 458, 544, 570; WP: 13–14, 21–22, 35–36, 71–72, 85–86, 102–103, 106–107, 128–129, 141–142; RW: 7–8, 12–13, 21–22, 42–43
6.2.09 Write frequently across all content areas.	
a. Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).	Creative Writing, SB: 95, 103, 141, 213, 528 Composing a Journal, SB: 37, 289 Composing Poetry, SB: 95, 385–390; Writing Haiku, SB: 213 Composing an Editorial, SB: 40, 131, 238, 276
b. Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents).	Composing a Scientific Observation, SB: 318 Composing an Editorial, SB: 40, 131, 238, 276
c. Research topics and organize gathered information from the content areas into presentable documents.	Planning and Researching a Report, SB: 472–503, H66–H67; WP: 169–173; RW: 110–114 Writing a Research Report, SB: 479–481, 482–485, 487–492, 493–495, 496–500, 501–503, H22–H37; WP: 169–173; RW: 110–114
d. Compose and respond to original questions and/or problems from all content areas.	Writing in Art, SB: 381, 418, 503, 574 Writing in Drama, SB: 547 Writing in Literature, SB: 461, 503 Writing in Math, SB: 418, 503 Writing about Physical Education, SB: 461 Writing in Science, SB: 400, 418, 443, 461, 503, 547 Writing in Social Studies, SB: 418, 461, 477, 503, 547
e. Respond expressively and creatively to the arts incorporating the arts into all areas.	Reading About Music, SB: 402–403, 404–405 Writing in Art, SB: 381, 418, 503, 574 Writing in Drama, SB: 547
f. React and respond to content area information in creative ways (e.g., create graphic, non-text essays; write and design a children’s book).	Reading About the Media, SB: 393–395, 424–427, 512–513, H53–H56 Reading About Music, SB: 402–403, 404–405 Reading in Science, SB: 27, 397–400, 441–443, 479–481, 482–485 Reading in Social Studies, SB: 10–11, 359–361, 473–477
6.2.10 Write expressively in order to develop an effective writing style.	
a. View, read, and/or listen to examples of various writing styles and modes.	Reading a Play, SB: 576–579; TE: 576, 577, 578, 579 Reading Magazine Articles, SB: 395, 473–476; TE: 473, 477 Reading a Folktale, SB: 552–554, 582; TE: 552, 582 Reading Short Stories, SB: 10–11, 557–558, 554–561; TE: 10, 11, 557, 558, 559, 561 Reading a Play, SB: 576–579; TE: 576, 577, 578, 579 Reading Nonfiction, SB: 359–362, 397–400, 441–443, 473–477, 482–485; TE: 359, 362, 397, 400, 441, 443, 473, 477, 482, 485 Reading a Research Report, SB: 479–481, 482–485 Listening to Poetry, SB: 95, 385–386, 390; TE: 385, 386, 390 Listening to a Story, SB: 582, 583; TE: 582, 583

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b. Demonstrate the use of vivid words (e.g., action verbs, figurative language).	Action Verbs, SB: 118–119, 161, 166, 339; WP: 40, 41; RW: 25 Use Figurative Language in Writing, SB: 544, H13; TE: 544, H13
c. Support ideas through use of sensory details and/or concrete examples.	Supporting a Written Essay, SB: 370, 407–408; TE: 370, 407, 408; WP: 149, 156; RW: 90, 97
d. Use a variety of sentence structures.	Varying Types of Sentences, SB: 50–51, 52–54, 57–59, 60–61, 458; WP: 13–14, 15–16, 19–20, 21–22; RW: 7–8, 9, 11, 12–13
e. Select appropriate transitional devices.	Transitional/Order Words and Phrases, SB: 18, 356, 373, 410, 464, 466, 467, 494, 522, 538; TE: 373, 455, 494
f. Develop a consistent voice in original works.	Writing with Voice, SB: 374, 412, 540, 568; TE: 374, 412, 540, 568; WP: 152, 160, 177, 183; RW: 93, 101, 118, 124
6.2.11 Write in response to literature.	
a. Express ideas or opinions through creative responses to a variety of literary forms and genres.	Personal Response Writing, SB: 362, 400, 443, 477, 528, 555; TE: 362, 400, 443, 477, 528, 555 Creative Writing, SB: 95, 103, 141, 213, 528
b. Write basic character analyses.	Composing Character Sketch, SB: 205 Analyzing Characters, SB: 384, 563, 579; TE: 384, 563, 579
c. Demonstrate through writing an understanding of the elements of literature (i.e. setting and characters).	Write about Literary Elements, SB: 551, 552–555, 556–557, 558–559, 560, 561, 562–563, 564–565, 566, 567, 568–569, 570, 573, 580–581, 583
d. Compare and contrast themes, settings, and characters, from a variety of literary selections and genres.	Comparing Print and Nonprint, SB: 584–585; TE: 584, 585
e. Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, commercials).	Personal Response Writing, SB: 362, 400, 443, 477, 528, 555; TE: 362, 400, 443, 477, 528, 555 Creative Writing, SB: 95, 103, 141, 213, 528
6.2.12 Write in a variety of modes and genres.	
a. Write works of fiction in the descriptive mode (e.g., short stories, t.v. scripts, fables, tall tales).	Composing a Story, SB: 329, 552–574; WP: 181–185; RW: 122–126 Composing a TV Script, SB: 235
b. Write poetry (e.g., haiku and bio-poem).	Composing Poetry, SB: 95, 385–390; Writing Haiku, SB: 213
c. Write biographical/autobiographical sketches with specific actions and significant details.	Composing an Autobiography, SB: 324; WP: 51, 105 Writing a Biography, WP: 119
d. Continue to write friendly and business letters.	Writing Friendly Letters, SB: 549–550; WP: 45, 121, 138 Writing a Business Letter, SB: 420–421; TE: 420, 421; WP: 12, 26, 76, 90
e. Write diaries and journals in the narrative mode.	Composing a Journal, SB: 37, 289 Writing a Diary Entry, WP: 2, 92

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f. Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.	Writing an Announcement, SB: 46, 299 Composing a TV Script, SB: 235 Composing an Editorial, SB: 40, 131, 238, 276
g. Develop and write personal essays for portfolio.	Writing a Personal Essay, SB: 359–381; TE: 359, 361–381; WP: 148–151; RW: 89–96
h. Compose technical writing (e.g., directions to a geographical location, a recipe).	Writing Instructions, SB: 155, 463–468; TE: 463–468; WP: 8, 43, 65, 140 Composing a Recipe, SB: 196
i. Compile gathered information into a written research paper.	Writing a Research Report, SB: 479–481, 482–485, 487–492, 493–495, 496–500, 501–503, H22–H37; WP: 169–173; RW: 110–114
j. Explore writing in the persuasive mode.	Composing Persuasive Essays, SB: 397–418; TE: 397, 400–418; WP: 156–162; RW: 97–103 Writing a Persuasive Letter, SB: 420–421; TE: 420, 421
6.2.13 Locate and analyze information to prepare written works and presentations.	
a. Use dictionaries, thesauruses, and other word reference materials.	Using a Dictionary, SB: 24, 379, 389, 416, 459, 501, 545, 572, H22–H24; TE: 24, 379, 389, 416, 459, 501, 545, 572, H22–H24 Using a Thesaurus, SB: 21, 159, 378, 415, 458, 498, 544, 571, H96–H117; TE: 21, 159, H96
b. Utilize resources available in the media center.	Using the Library, SB: H25–H27
c. Conduct or read interviews to use as a primary source.	Interviewing in Prewriting, SB: 14 Interviews, SB: 488–489, 504, 509, H11–H12; TE: 472, 488, 489, H21, H12; WP: 169; RW: 110
d. Examine journals, diaries, and narratives as support for research.	Reading a Personal Narrative, SB: 525–528, 530–532, 533–535
e. Use computer technology to find information and to create reports and presentations.	Print and Electronic Card Catalogs, SB: H26–H27; TE: H26, H27 Using Computers in Writing, SB: 580, H46–H56 Creating a Multimedia Presentation, SB: 512–513, H53–H56; TE: 512–513, H53–H56
f. Use examples and details collected from available resources.	Giving Examples, SB: 407–408; WP: 156; RW: 97
Sixth Grade Benchmarks/Indicators (Writing)	
Performance Indicators State: As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
6.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.	Using Graphic Organizers in Prewriting, SB: 14, 370, 372, 408, 451, 487, 537, 562, 565
6.2.spi.2. select an appropriate title that reflects the topic of a written selection.	Writing a Good Title, WP: 113
6.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).	Purpose for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486

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6.2.spi.4. identify the audience for which a text is written.	Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486
6.2.spi.5. identify the most reliable sources of information for preparing a report or project.	Evaluating Information, SB: 364, 424–427, 488–489, 490–491; TE: 490, 491
<i>At Level 2, the student is able to</i>	
6.2.spi.6. rearrange multi-paragraphed work in a logical and coherent order.	Ordering Reasons, SB: 373, 410 Sequence in Instructions, SB: 464–466, H4, H33; TE: 463–464, 465–468, H4 Writing with Sequence in a Story, SB: 564; WP: 181; RW: 122
6.2.spi.7. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	Transitional/Order Words and Phrases, SB: 18, 356, 373, 410, 464, 466, 467, 494, 522, 538; TE: 373, 455, 494; Connecting Words, SB: 44–46, 47–49, 50–51, 52–54, 55–56, 57–59
6.2.spi.8. select an appropriate concluding sentence for a well-developed paragraph.	Composing Conclusions, SB: 18, 375, 411, 454, 495, 522, 541; TE: 18, 375, 411, 454, 522, 541; WP: 153, 159, 165, 171, 178; RW: 94, 100, 106, 112, 119
6.2.spi.9. select the best way to combine sentences to provide syntactic variety within context.	Varying Types of Sentences, SB: 50–51, 52–54, 57–59, 60–61, 458; WP: 13–14, 15–16, 19–20, 21–22; RW: 7–8, 9, 11, 12–13
6.2.spi.10. identify sentences irrelevant to a paragraph’s theme or flow.	Deleting Redundant Sentences, SB: 479, 481, 530, 532; TE: 479, 481, 530, 532 Writing and Revising a Paragraph, SB: 353–357, 433–439, 519–523;
6.2.spi.11. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	Writing Supporting Details, SB: 14–19, 21, 353–356, 371, 407, 433, 435–436, 452, 493, 519, 521–522; WP: 149, 150, 156, 164; RW: 90, 91, 97, 105
6.2.spi.12. supply a missing piece of information in an outline.	Outlines, SB: 492–493, 538, H34; TE: 492–493, 538, H34, WP: 170; RW: 111
<i>At Level 3, the student is able to</i>	
6.2.spi.13. select an appropriate thesis statement for a writing sample.	Writing a Topic Sentence (Thesis Statement), SB: 18, 19, 410, 433–434, 437, 455, 493–494; TE: 18, 19, 433, 434, 455, 493, 494; WP: 166, 170; RW: 107, 110
6.2.spi.14. rank possible research resources according to reliability.	Evaluating Resources, SB: 582, 583, 584; TE: 582, 583, 584
6.2.spi.15. select illustrations, descriptions, and/or facts to support key ideas.	Supporting a Written Essay, SB: 370, 407–408; TE: 370, 407, 408; WP: 149, 156; RW: 90, 97 Support Persuasive Writing, SB: 387, 389–390, 391, 442; TE: 387, 389–390, 391, 442; WP: 164; RW: 103
Performance Indicators Teacher: As documented through teacher observation	
<i>At Level 1, the student is able to</i>	
6.2.tpi.1. write frequently to narrative and descriptive prompts, including frequent opportunities for timed writing.	Writing to Prompts, SB: 381, 418, 461, 503, 547, 574; TE: 381, 418, 461, 503, 547, 574

Essential Materials

SB: Student Book

TE: Teacher’s Edition

Free Materials

WP: Workbook Plus

RW: Reteaching Workbook

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6.2.tpi.2. use a variety of prewriting strategies.	Prewriting, SB: 12–17, 369–373, 406–410, 450–453, 486–492, 536–538, 562, 565; WP: 149–151, 156–158, 164, 169, 175, 181; RW: 90–92, 97–99, 105, 110, 116, 122
6.2.tpi.3. share written work with others.	Publishing and Sharing, SB: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573; TE: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573
6.2.tpi.4. write well-developed stories and summaries.	Composing a Story, SB: 329, 552–574; WP: 181–185; RW: 122–126 Writing a Summary, SB: 98, 146, 352, 384, H32, H33, H36–H37, H40–H41
6.2.tpi.5. use grade level appropriate vocabulary when writing.	Word Choice for Writing, SB: 50–51, 60–61, 90–91, 99–100, 183–184, 201–202, 244–245, 249–251, 277–278, 325–326, 363, 401, 444, 478, 529, 556; WP: 13–14, 21–22, 29–30, 35–36, 71–72, 85–86, 116–117, 141–142; RW: 7–8, 12–13, 17–18, 21–22, 42–43, 50–51, 69–70, 84–85
6.2.tpi.6. recognize and use all steps in the writing process.	Writing Process, SB: 9–27, 363–380, 401–417, 444–460, 478–503, 556–573; WP: 149–155, 156–162, 164–168, 169–173, 175–180, 181–185; RW: 90–96, 97–103, 105–109, 110–114, 116–121, 122–126
<i>At Level 2, the student is able to</i>	
6.2.tpi.7. produce a final revised draft suitable for sharing.	Final Draft for Sharing, SB: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573; TE: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573
6.2.tpi.8. write with a sense of audience.	Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486
6.2.tpi.9. write in a variety of forms and genres.	Composing Poetry, SB: 95, 385–390; Writing Haiku, SB: 213 Writing a Play, SB: 576–581; TE: 576, 577, 578, 579; WP: 99; Composing a TV Script, SB: 235; Composing a Skit, SB: 34 Composing a Story, SB: 329, 552–574; WP: 181–185; RW: 122–126 Personal Response Writing, SB: 362, 400, 443, 477, 528, 555; TE: 362, 400, 443, 477, 528, 555 Composing a Journal, SB: 37, 289; Writing a Diary Entry, WP: 2, 92
6.2.tpi.10. write creative, original and imaginative responses to literature.	Responding to Literature, SB: 11, 362, 400, 443, 477, 528, 555; TE: 11, 362, 400, 443, 477, 528, 555
6.2.tpi.11. compose notes that include important concepts.	Taking Notes, SB: 490, 513, H32–H33; TE: 395, 490, 513, H32–H33
6.2.tpi.12. produce more than one draft.	See student model Working Draft and Final Draft. SB: 364–368, 402–405, 445–449, 479–485, 530–535, 557–561
6.2.tpi.13. evaluate own and others' narratives using the Tennessee Writing Assessment rubric.	Personal Narrative, SB: 528, 529; TE: 528, 529 Story, SB: 555, 556; TE: 555, 556 Rubrics for Evaluating Written Work, SB: 542, 569

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6.2.tpi.14. compare and respond to questions from all content areas.	Writing in Art, SB: 381, 418, 503, 574 Writing in Drama, SB: 547 Writing in Literature, SB: 461, 503 Writing in Math, SB: 418, 503 Writing about Physical Education, SB: 461 Writing in Science, SB: 400, 418, 443, 461, 503, 547 Writing in Social Studies, SB: 418, 461, 477, 503, 547
6.2.tpi.15. use correct page format.	Personal Response Writing, SB: 362, 400, 443, 477, 528, 555; TE: 362, 400, 443, 477, 528, 555
6.2.tpi.16. write personal reflections on experiences and events.	Composing a Personal Narrative, SB: 529–547; TE: 530–547; WP: 175–180; RW: 116–121 Writing to Record Ideas and Reflections, SB: 12, 380, 417, 433, 450, 460, 486, 502, 504, 546, 573, H57, H58
<i>At Level 3, the student is able to</i>	
6.2.tpi.17. demonstrate through writing an understanding of the elements of literature (e.g., setting and characters).	Creating Characters, SB: 34, 563–566, 576, 579, 580; WP: 181; RW: 122 Developing Plot, SB: 564–565; TE: 564, 565; Developing Conflict, SB: 564–565, 580; WP: 181; RW: 122 Developing a Setting, SB: 563, 576, 579, 585
6.2.tpi.18. experience numerous publishing opportunities.	Publishing, SB: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573; TE: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573
6.2.tpi.19. write a research report using multiple sources and notes taken from those sources.	Writing a Research Report, SB: 479–481, 482–485, 487–492, 493–495, 496–500, 501–503, H22–H37; WP: 169–173; RW: 110–114
6.2.tpi.20. conduct self-evaluation through editing one’s own writing.	Revising Own Writing, SB: 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; WP: 155, 162, 168, 173, 180, 185; RW: 96, 103, 109, 114, 121, 126 Proofreading Own Writing, SB: 24–25, 379, 389, 416, 459, 501, 545, 572; TE: 24, 25, 379, 389, 416, 459, 501, 545, 572
6.2.tpi.21. write to acquire knowledge.	K-W-S Chart, SB: 487, H63 Writing a Learning Log, SB: H57 Taking Notes, SB: 490, 513, H32–H33; TE: 395, 490, 513, H32–H33
6.2.tpi.22. apply the Tennessee Writing Assessment rubric to an expository essay.	Writing a Compare-Contrast Essay, SB: 441–461; TE: 441, 443–461; WP: 164–168; RW: 105–109 Writing a Research Report, SB: 479–481, 482–485, 487–492, 493–495, 496–500, 501–503, H22–H37; WP: 169–173; RW: 110–114 Rubrics for Evaluating Written Work, SB: 456, 496
6.2.tpi.23. continue to develop a voice and writing style.	Writing with Voice, SB: 374, 412, 540, 568; TE: 374, 412, 540, 568; WP: 152, 160, 177, 183; RW: 93, 101, 118, 124
6.2.tpi.24. write frequently across content areas.	Writing in Content Areas, SB: 381, 400, 418, 461, 503, 547, 574

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6.2.tpi.25. develop a thesis statement.	Related: Writing a Research Report, SB: 479–481, 482–485, 487–492, 493–495, 496–500, 501–503, H22–H37; WP: 169–173; RW: 110–114
Elements of Language	
Content Standard: 3.0 The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
Learning Expectations:	
3.01 Demonstrate knowledge of standard English usage.	Usage Conventions, SB: 62–65, 92–95, 135–141, 144–149, 153–158, 188–193, 203–211, 274–276, 279, 292, 295–299, 330–332; WP: 31–32, 50–55, 58–61, 64–67, 75–78, 87–92, 114–115, 118–127, 130–133, 145–146; RW: 19, 30–32, 35–36, 38–39, 45–46, 52–54, 68, 71–75, 78–79, 87
3.02 Demonstrate knowledge of standard English mechanics.	Mechanics Conventions, SB: 32–34, 52–54, 57–59, 62–65, 87–89, 96–98, 101–103, 150–152, 194–196, 234–243, 246–248, 251–259; WP: 27–28, 33–34, 37–38, 62–63, 79–80, 94–101, 104–105, 108–113; RW: 16, 20, 23, 37, 47, 56–59, 62, 65–67
3.03 Demonstrate knowledge of standard English spelling.	Spelling Conventions, SB: 92–95, 114, 132–141, 218, 379, 416, 501, H80, H81–H85; WP: 31–32, 48–55; RW: 19, 29–32
3.04 Demonstrate knowledge of correct sentence structure.	Sentences and Sentence Structure, SB: 32–33, 34, 67, 73, 110, 219, 339; TE: 32, 33
Elements of Language Accomplishments	
6.3.01 Demonstrate knowledge of standard English usage.	
a. Use nouns appropriately (e.g., collective nouns, nouns as objects, predicate nouns).	Nouns, SB: 84–86, 87–89, 92–95, 96–98, 101–103, 106, 108–109, 111, 112–116; WP: 25–26, 27–28, 31–32, 33–34, 37–38; RW: 15, 16, 19, 20, 23 Predicate Nouns, SB: 129–131, 161
b. Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms).	Subject-Verb Agreement, SB: 144–149, 162, 174–175, 221; WP: 58–59, 60–61; RW: 35–36 Action Verbs, SB: 118–119, 161, 166, 339; WP: 40, 41; RW: 25 Linking Verbs, SB: 129–131, 161, 170, 220, 285–286, 302, 310, 339, 341; WP: 48–49, RW: 29 Helping Verbs, SB: 120–122, 160–161, 167, 220; WP: 42–43; RW: 26 Verb Phrases, SB: 120–122, 167; WP: 42–43; RW: 26 Irregular Verbs, SB: 139–141, 173, 221, 339; WP: 54–55; RW: 32 Present Verb Tense, SB: 132–134, 162, 171, 220; TE: 132, 133, 134; WP: 48–49, 50–51; RW: 29, 30 Past Verb Tense, SB: 132–134, 160, 162, 171, 220, 339; TE: 132, 133, 134; WP: 48–49, 50–51; Future Verb Tense, SB: 132–134, 162, 171, 220; WP: 48–49, 50–51; RW: 29, 30

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c. Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).	Pronoun Case, SB: 279–281, 282–284, 290–292, 295–296, 301–302, 308, 311, 341; TE: 273B, 279, 280, 281, 282, 283, 284; WP: 118–119, 120–121, 126–127, 130–131; RW: 71, 72, 75, 78 Antecedents, SB: 274–276, 302, 307, 545; WP: 114–115; RW: 68 Indefinite Pronouns, SB: 297–299, 301, 303, 314, 341; WP: 132–133; RW: 79
d. Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).	Predicate Adjectives, SB: 129–131, 161; WP: 46–47, 48–49; RW: 28, 29 Comparing with Adjectives, SB: 188–190, 191–193, 214, 222, 225–226, 340, 459, H75; TE: 179B, 188, 189, 190, 191, 192, 193; WP: 75–76, 77–78; RW: 45, 46 Superlative Adjectives, SB: 188–190, 191–193, 214, 222, 225–226; WP: 75–76, 77–78; RW: 45, 46
e. Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).	Comparing with Adverbs, SB: 203–205, 215, 222, 230, 340; WP: 87–88; RW: 52 Superlative Adverbs, SB: 203–205, 215, 222, 230, 340; WP: 87–88; RW: 52
f. Use conjunctions appropriately (e.g., coordinating, subordinating).	Coordinating Conjunctions, SB: 57–59, 60–61, 68, 77–79, 80, 110, 268 Subordinating Conjunctions, SB: 57–59, 60–61, 68, 80–81, 246–248, 293–294; WP: 104–105, 128–129; RW: 62, 76–77
g. Place prepositional phrases correctly according to the words they modify within the sentence.	Prepositional Phrases, SB: 316–318, 322–324, 325–326, 327–329, 335, 342–343, 344–345, 346–347; WP: 135–136, 139–140, 141–142, 143–144; RW: 81, 83, 84–85, 86
h. Use interjections appropriately.	Interjections, SB: 239–240, 261, 267; WP: 98–99; RW: 58
i. Recognize usage errors (e.g., double negatives, troublesome word pairs {accept/except, capitol/capital, principle/principal, between/among}).	Proofreading Grammar and Usage, SB: 25, 69, 108–109, 187, 190, 205, 208, 211, 264, 303–305, 332, 336, 416, 459, 501, 545, 572
j. Explore variations in the use of English in different parts of the country.	Regional and Cultural Vocabulary, SB: H21; TE: H21
6.3.02 Demonstrate knowledge of standard English mechanics.	
a. Continue the correct use of capitalization (e.g., proper adjectives, within quotations).	Capitalizing Proper Adjectives, SB: 194–196, 214, 217, 227, 236–238, 261, 266, 340, H68–H69; 179B, 194, 195, 196, 233B, 236, 237, 238; WP: 79–80, 96–97; RW: 47, 57 Capitalizing Quotations, SB: 254–256, 262, 271; WP: 110–111; RW: 66

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<p>b. Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, and before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., in business letters, preceding a list of items); semicolons (e.g., to combine sentences); quotation marks (e.g., with explanatory material within the quote, proper use with end marks).</p>	<p>Commas with Introductory Words, SB: 246–248, 249–250, 261, 269; TE: 246, 247, 248, 249, 250; WP: 104–105, 106–107; RW: 62, 63–64</p> <p>Using Commas with Appositives, SB: 90–91, 100, 246–248, 269; TE: 90, 91, 246, 247, 248; WP: 29–30, 104–105; RW: 17–18, 62</p> <p>Combining Sentences with Commas, SB: 244–245, 249–250, H70–H71; WP: 102, 103, 106–107; RW: 60–61, 63–64</p> <p>Colon in a Business Letter Greeting, SB: 421, H70; TE: 421</p> <p>Colon: Before List or Series, SB: H70</p> <p>Colon to Separate Hour from Minute, SB: H70</p> <p>Semicolon Between Coordinate Clauses, SB: H72</p> <p>Quotation Marks, SB: 254–256, 262, 271, H65–H66; WP: 110–111; RW: 66</p> <p>Commas in a Quotation, SB: 254–255, 260, 262, 271, 340; TE: 233B, 254, 255; WP: 110–111; RW: 66</p>
<p>c. Continue to form singular and plural possessives using apostrophes.</p>	<p>Apostrophes in Possessives, SB: 96–98, 101–103, 106, 115–116, H69–H70; TE: 83B, 96, 97, 98; WP: 33–34, 37–38; RW: 20, 23</p>
<p>d. Continue to write legibly.</p>	<p>Make a Neat, Final Copy, SB: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573</p>
<p>6.3.03 Demonstrate knowledge of standard English spelling.</p>	
<p>a. Spell high frequency words correctly.</p>	<p>Spelling Conventions, SB: 92–95, 114, 132–141, 218, 379, 416, 501, H80, H81–H85; WP: 31–32, 48–55; RW: 19, 29–32</p>
<p>b. Spell correctly commonly misspelled words appropriate to grade level.</p>	<p>Spelling Words Often Misspelled, SB: H80</p>
<p>c. Spell correctly words commonly used in content specific vocabulary.</p>	<p>Content Area Vocabulary, SB: 381, 418, 461, 503, 547, 574</p>
<p>d. Correctly spell affixed words (e.g., mis+spell=misspell; ready+ness=readiness).</p>	<p>Spelling Words with Prefixes, SB: 379, 572, H17, H83, H84, H85; TE: 379, 572</p> <p>Spelling with Suffixes, SB: 416, 501, H17, H81, H83, H84, H85; TE: 416</p>
<p>e. Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.</p>	<p>Proofreading for Spelling, SB: 24–25, 95, 107, 187, 190, 217, 218, 253, 304–305, 379, 416, 459, 501, 509, 545, 572</p>
<p>f. Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).</p>	<p>Proofreading with a Dictionary, SB: 24, 421, 501, 550, H81–H85</p>
<p>g. Maintain a consciousness toward correct spelling across the content areas.</p>	<p>Spelling Conventions, SB: 92–95, 114, 132–141, 218, 379, 416, 501, H80, H81–H85; WP: 31–32, 48–55; RW: 19, 29–32</p>
<p>6.3.04 Demonstrate knowledge of correct sentence structure.</p>	
<p>a. Correct run-on sentences (fused or comma splice) (e.g., use punctuation, conjunctions, or other means to join or to separate the elements of a run-on sentence).</p>	<p>Run-on Sentences, SB: 62–65, 69, 82, 111, 219; TE: 31B, 62, 63, 64, 65; WP: 23–24; RW: 14</p>

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b. Correct sentence fragments by supplying the missing sentence elements.	Sentence Fragments, SB: 62–65, 69, 82, 111, 142–143, 219, 571; TE: 62, 63, 64, 65; WP: 23–24; RW: 14
c. Combine sentences using a variety of techniques (e.g., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).	Combining Sentences, SB: 50–51, 60–61, 71–72, 90–91, 99–100, 184, 244–245, 249–250, 293–294, 326, 338; WP: 13–14, 21–22, 29–30, 35–36, 71–72, 102–103, 106–107, 128–129, 141–142; RW: 7–8, 12–13, 17–18, 21–22, 42–43, 60–61, 63–64, 76–77, 84–85
d. Identify and use adjectival and adverbial phrases and clauses.	Adverb Phrases, SB: 322–324, 334–335, 342, 345; WP: 139–140; RW: 83
e. Use transitional words to indicate clear relationships within and among sentences and paragraphs.	Transitional/Order Words and Phrases, SB: 18, 356, 373, 410, 464, 466, 467, 494, 522, 538
Sixth Grade Benchmarks (Elements of Language)	
Performance Indicators State: As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
6.3.spi.1. recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they’re; lie, lay; sit, set).	Avoiding Double Negatives SB: 206–208, 215, 222, 231; TE: 179B, 206, 207, 208; WP: 89–90; RW: 53 <i>to, too, two Usage, SB:</i> H74 <i>lie, lay Usage, SB:</i> 153–155, 163, 177, 221, 339; WP: 64–65; RW: 38 <i>sit, set Usage, SB:</i> 153–155, 163, 177, 221, 339; WP: 64–65; RW: 38
6.3.spi.2. identify the correct spelling of plurals and possessives.	Plural Nouns, SB: 92–95, 101–103, 106, 111, 114–115, 116, 219, 339; WP: 31–32, 37–38; RW: 19, 23 Possessive Nouns, SB: 94–96, 97–98, 102, 106, 110, 272–274, 295; TE: 81B, 94, 95, 96, 97, 98; WP: 31–32, 33–34, 114–115; RW: 19, 20–21, 69
6.3.spi.3. identify sentences with correct subject-verb agreement (person/number) within context.	Subject-Verb Agreement, SB: 144–149, 162, 174–175, 221; WP: 58–59, 60–61; TE: 117B, 144, 145, 146, 147, 148, 149; RW: 35–36
<i>At Level 2, the student is able to</i>	
6.3.spi.4. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement), adjectives (common/proper, comparative forms), and adverbs (i.e., comparative forms) within context.	Common Nouns, SB: 87–89, 106, 111, 113; WP: 27–28; RW: 16 Proper Nouns, SB: 87–89, 106, 111, 113, 236–238, 261, 266; WP: 27–28, 96–97; RW: 16, 57 Singular and Plural Nouns, SB: 92–95, 101–103, 106, 111, 114–115, 116, 219, 339; WP: 31–32, 37–38; RW: 19, 23 Possessive Nouns, SB: 94–96, 97–98, 102, 106, 110, 272–274, 295; TE: 81B, 94, 95, 96, 97, 98; WP: 31–32, 33–34, 114–115; RW: 19, 20–21, 69 Pronoun Agreement, SB: 274–276, 281, 289, 297–298, 303; WP: 114–115, 118–119, 124–125, 132–133; RW: 68, 71, 74, 79 <p style="text-align: right;">(continued)</p>

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<p>6.3.spi.4. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement), adjectives (common/proper, comparative forms), and adverbs (i.e., comparative forms) within context. (continued)</p>	<p>Pronoun Case, SB: 279–281, 282–284, 290–292, 295–296, 301–302, 308, 311, 341; TE: 273B, 279, 280, 281, 282, 283, 284; WP: 118–119, 120–121, 126–127, 130–131; RW: 71, 72, 75, 78</p> <p>Action Verbs, SB: 118–119, 161, 166, 339; WP: 40, 41; RW: 25</p> <p>Linking Verbs, SB: 129–131, 161, 170, 220, 285–286, 302, 310, 339, 341; WP: 48–49, RW: 29</p> <p>Irregular Verbs, SB: 139–141, 173, 221, 339; WP: 54–55; RW: 32</p> <p>Subject-Verb Agreement, SB: 144–149, 162, 174–175, 221; WP: 58–59, 60–61; TE: 117B, 144, 145, 146, 147, 148, 149; RW: 35–36</p> <p>Common and Proper Adjectives, SB: 194–196, 214, 217, 222, 227, 236–238, 261, 266; WP: 79–80, 96–97; RW: 47, 57</p> <p>Comparing with Adjectives, SB: 188–190, 191–193, 214, 222, 225–226, 340, 459, H75; TE: 179B, 188, 189, 190, 191, 192, 193; WP: 75–76, 77–78; RW: 45, 46</p> <p>Comparing with Adverbs, SB: 203–205, 215, 222, 230, 340; WP: 87–88; RW: 52</p>
<p>6.3.spi.5. identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.</p>	<p>Combining Sentences with Commas, SB: 244–245, 249–250, H70–H71; WP: 102, 103, 106–107; RW: 60–61, 63–64</p> <p>Commas with Introductory Words, SB: 246–248, 249–250, 261, 269; TE: 246, 247, 248, 249, 250; WP: 104–105, 106–107; RW: 62, 63–64</p> <p>Using Commas with Appositives, SB: 90–91, 100, 246–248, 269; TE: 90, 91, 246, 247, 248; WP: 29–30, 104–105; RW: 17–18, 62</p> <p>Commas in Direct Address, SB: 246–248, 261, 269, H70, H71</p>
<p>6.3.spi.6. choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quotes, proper use with end marks).</p>	<p>Quotation Marks with Dialogue, SB: 254–256, 262, 271, 572, H65–H66; TE: 233B, 254, 255, 256; WP: 110–111; RW: 66</p> <p>Commas in a Quotation, SB: 254–255, 260, 262, 271, 340; TE: 233B, 254, 255; WP: 110–111; RW: 66</p> <p>Punctuation of Quotations, SB: 254–255, 260, 262, 271; WP: 110–111; RW: 66</p>
<p>6.3.spi.7. identify correctly and incorrectly spelled words in context.</p>	<p>Proofreading for Spelling, SB: 24–25, 95, 107, 187, 190, 217, 218, 253, 304–305, 379, 416, 459, 501, 509, 545, 572</p>
<p>6.3.spi.8. identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).</p>	<p>Combining Sentences, SB: 50–51, 60–61, 71–72, 90–91, 99–100, 184, 244–245, 249–250, 293–294, 326, 338; WP: 13–14, 21–22, 29–30, 35–36, 71–72, 102–103, 106–107, 128–129, 141–142; RW: 7–8, 12–13, 17–18, 21–22, 42–43, 60–61, 63–64, 76–77, 84–85</p> <p>Combining Sentences with Commas, SB: 244–245, 249–250, H70–H71; WP: 102, 103, 106–107; RW: 60–61, 63–64</p> <p>Semicolon Between Coordinate Clauses, SB: H72</p>
<p>6.3.spi.9. choose the most appropriate interjection to complete a sentence.</p>	<p>Interjections, SB: 239–240, 261, 267; WP: 98–99; RW: 58</p>

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6.3.spi.10. identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.	Colon in a Business Letter Greeting, SB: 421, H70; TE: 421 Colon: Before List or Series, SB: H70 Colon to Separate Hour from Minute, SB: H70
<i>At Level 3, the student is able to</i>	
6.3.spi.11. identify the correct use of prepositions and prepositional phrases within context.	Prepositions and Prepositional Phrases, SB: 316–318, 322–324, 325–326, 327–329, 335, 342–343, 344–345, 346–347; WP: 135–136, 139–140, 141–142, 143–144; RW: 81, 83, 84–85, 86
6.3.spi.12. identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.	Coordinating Conjunctions, SB: 57–59, 60–61, 68, 77–79, 80, 110, 268 Subordinating Conjunctions, SB: 57–59, 60–61, 68, 80–81, 246–248, 293–294; WP: 104–105, 128–129; RW: 62, 76–77
6.3.spi.13. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.	Coordinating Conjunctions, SB: 57–59, 60–61, 68, 77–79, 80, 110, 268 Subordinating Conjunctions, SB: 57–59, 60–61, 68, 80–81, 246–248, 293–294; WP: 104–105, 128–129; RW: 62, 76–77
Performance Indicators Teacher: As documented through teacher observation –	
<i>At Level 1, the student is able to</i>	
6.3.tpi.1. write legibly.	Related: Make a Final Draft, SB: 9, 26–27, 380, 389, 417, 460, 468, 502, 546, 573
6.3.tpi.2. spell high-frequency and frequently misspelled words correctly.	Spelling Words Often Misspelled, SB: H80
6.3.tpi.3. use appropriate language structure in oral and written language.	Using Standard Grammar in Speaking, SB: 30, 429, H5–H6; TE: 1, 30, H5, H6 Persuasive Writing: Language, SB: 412; TE: 412; WP: 160; RW: 101 Descriptive Language in Writing, SB: 15, 17, 21, 27, 183, 187, 200, 205; WP: 71–72, 85–86; RW: 42–43, 85–86 Use Figurative Language in Writing, SB: 544, H13; TE: 544, H13
<i>At Level 2, the student is able to</i>	
6.3.tpi.4. correct own writing for correct spelling, capitalization, and punctuation.	Proofreading Own Writing, SB: 24–25, 379, 389, 416, 459, 501, 545, 572; TE: 24, 25, 379, 389, 416, 459, 501, 545, 572
6.3.tpi.5. use simple, compound, and complex sentences appropriately in writing.	Sentences and Sentence Structure, SB: 32–33, 34, 67, 73, 110, 219, 339; TE: 32, 33
6.3.tpi.6. use dialog routinely in writing.	Writing Dialogue, SB: 152, 256, 286, 566, 579, 580, 581; WP: 182, RW: 123
6.3.tpi.7. use singular and plural possessives correctly.	Singular and Plural Possessives, SB: 96–98, 101–103, 106, 115, 116, 282–284, 302, 309, H69; TE: 83B, 96–98, 273B, 282–284; WP: 33–34, 35–36, 37–38, 120–121; RW: 20, 21–22, 23, 72

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<i>At Level 3, the student is able to</i>	
6.3.tpi.8. recognize action verb and linking verb patterns.	Action Verbs, SB: 118–119, 161, 166, 339; WP: 40, 41; RW: 25 Linking Verbs, SB: 129–131, 161, 170, 220, 285–286, 302, 310, 339, 341; WP: 48–49, RW: 29
6.3.tpi.9. be aware of the proper placement of words, phrases, and clauses used as modifiers.	Misplaced Modifiers, SB: H75
6.3.tpi.10. write with clarity across all content areas.	Writing in Art, SB: 381, 418, 503, 574 Writing in Drama, SB: 547 Writing in Literature, SB: 461, 503 Writing in Math, SB: 418, 503 Writing about Physical Education, SB: 461 Writing in Science, SB: 400, 418, 443, 461, 503, 547 Writing in Social Studies, SB: 418, 461, 477, 503, 547
6.3.tpi.11. explore regional variations in English usage.	Regional and Cultural Vocabulary, SB: H21; TE: H21
6.3.tpi.12. develop a consciousness toward correct spelling across all subject areas.	Spelling Conventions, SB: 92–95, 114, 132–141, 218, 379, 416, 501, H80, H81–H85; WP: 31–32, 48–55; RW: 19, 29–32
6.3.tpi.13. place prepositional phrases correctly within the sentence according to their functions as modifiers.	Prepositional Phrases as Adjectives, SB: 319–321, 335, 342, 344; TE: 319–321, 344; WP: 137–138; RW: 82