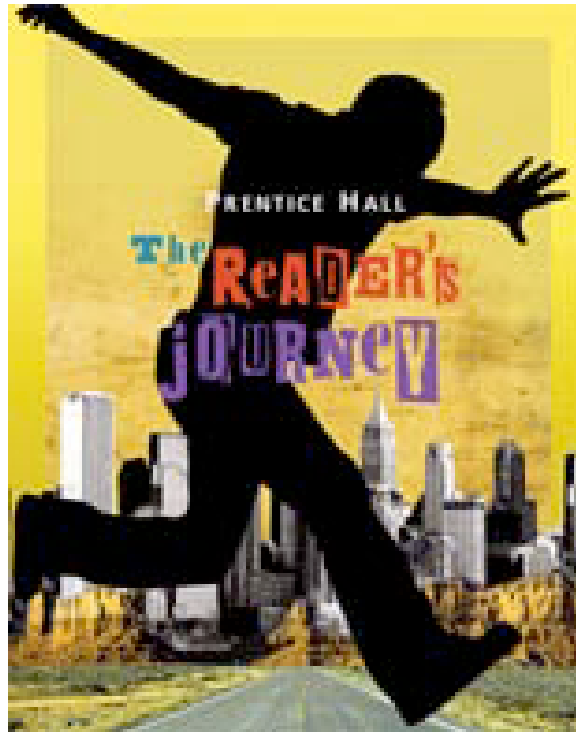


A Correlation of
Prentice Hall
The Reader's Journey
Grade 6 © 2009



To the
Common Core Standards
for
English Language Arts
Grade 6

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INTRODUCTION

This document demonstrates how *The Reader's Journey* meets the objectives of the *Common Core Standards for Language Arts (2010)*. Correlation page references are to the Teacher's Organizer and are cited by activity and page number. The Teacher's Organizer contains full-size, annotated student pages.

The Reader's Journey is an innovative novel-based Language Arts program dedicated to making students lifelong readers. The program was developed using Grant Wiggins's Understanding by Design model - a common sense approach for connecting curriculum, instruction and assessment so students develop deep understanding every day.

Designed for today's middle school classroom, *The Reader's Journey* is a standards-based program that combines the flexibility of a leveled library with the comprehensive curriculum coverage that has been a hallmark of Prentice Hall language arts programs. The program is based on leveled novels and readers. Included is a suggested library of 36 titles to meet the needs of a very wide range of reading abilities within the same grade level. This program is also flexible. Teachers can select their own novels from a blend of canon, contemporary, and multi-ethnic novels and high-interest readers.

- Six different readers for each unit
- 1 book at two grades below grade level
- 2 books at one grade below grade level
- 2 books on grade level
- 1 book above grade level

Through *The Reader's Journey* consumable workbooks, students have access to skills support, instruction and practice for the basics of a language arts program, and active reading strategies for struggling and advanced learners alike.

Through *The Reader's Journey* Teacher's Organizer, teachers have access to:

- Detailed information about each novel option, including reading levels and sensitive issues
- Lesson plans including suggested questions and pacing guides
- Library options for ELL students and controlled vocabulary readers for struggling readers
- Professional development
- Strategies for differentiated instruction
- Transparencies

This document demonstrates the high degree of success students will achieve by using *The Reader's Journey*.

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English Language Arts Standards » Reading: Literature » Introduction	
<p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	
English Language Arts Standards » Reading: Literature » Grade 6	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Questions after Reading/Thinking About the Selection, 25, 26, 33, 56, 103, 117, 119, 123, 151, 179, 215, 221, 229, 237, 243, 271, 279, 285, 287, 291, 301, 319, 323, 325, 329, 365, 379, 395, 397, 403, 405, 415; Infer, 33, 56, 123, 237, 301
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: Literature Circles: Theme, 162-163; Analyze: "Face It," 215; "Count That Day Lost," 271; Compare and Contrast: Recurring Thematic Questions, 79, 165; Reading Skills, Summarize, 356-357
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.	SE/TE: Narrative Text: Plot, Characters, Conflict, 18; Introduction to the Novel, 90-91; Character Motivation, 104-105; <i>Born Worker</i> , 106-117; Literary Analysis: Understanding Plot, 140-141; "The Snake Thief," 142-150; Thinking About the Selection, 151; Characterization in Drama, 426-427
Craft and Structure	
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.	SE/TE: Vocabulary Building Strategies: Idioms, Connotation, Denotation, 276; Comparing Literary Works: Figurative Language, 278-279, 280-284, 285; Thinking About the Selections: Contrast: Personification, 243; Interpret: Idioms, 301; Literary Analysis: Forms of Poetry, 325
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SE/TE: Literature Circles: Theme, 162-163; Analyze, 215; Literature Circles: Setting and Mood, 340-341; Comparing Literary Works, Literary Terms, 236-237; "The Talking Skull," 238-242; Literary Analysis: Understanding Plot, 140-141; "The Snake Thief," 142-150; Thinking About the Selection, 151
6. Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TE: Literary Analysis: Point of View, 54-56, 292-293; "Cleaning the Well," 294-295; Thinking About the Selections: "Cleaning the Well" and "Geraldine Moore the Poet," 301

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Integration of Knowledge and Ideas	
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: Comparing Literary Works: Books and Movies, 355; Short Story and a Play, 405
8. (Not applicable to literature)	(Not applicable to 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: Comparing Literary Works: Sensory Language, 26-27, 28-32, 33; Conflict, 118-119, 120-122, 123; Mood, 236-237, 238-242, 243; Figurative Language, 278-279, 280-284, 285; Compare and Contrast: Recurring Thematic Questions, 79, 165
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: Literary Selections, 22-24, 27, 28-32, 55, 102, 106-116, 119, 120-122, 141, 142-150, 179, 215, 221, 222-228, 238-242, 271, 279, 280, 281, 282, 283-284, 287, 290, 294-295, 296-300, 319, 320, 321, 322, 325, 326, 327, 328, 357, 365, 367-378, 395, 397, 398-402, 405, 406-414; Ready for a Free-Choice Book, 53, 139, 219, 317, 393, 483
English Language Arts Standards » Reading: Informational Text » Introduction	
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
English Language Arts Standards » Reading: Informational Text » Grade 6	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Questions after Reading/Thinking About the Selection, 13, 20, 21, 35, 53, 67, 94, 97, 105, 139, 183, 187, 193, 195, 201, 219, 231, 235, 245, 275, 291, 293, 313, 317, 361, 393, 445, 452, 453, 455, 459, 465, 467, 479, 483, 485, 489, 495, 499, 503; Reading Skills: Making Inferences, 92-94, 95-96, 97; Infer, 67, 177, 183, 275
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: Reading Skills: Main Idea, 178; “I Was Not Alone,” 180-182; Thinking About the Selection: Main Idea, 183; Standardized Test Practice: Main Idea: 212, 258;
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).	SE/TE: “Remember the Maine!” 50-52; Thinking About the Selection, 53; from “Zlata’s Diary,” 57-66; Thinking About the Selection, 67; “Why Leaves Turn Color in the Fall,” 196-200; Thinking About the Selection, 201

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Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SE/TE: Context Clues, 8, 9, 13, 57, 66, 94, 188, 192, 196, 200, 232, 234, 276, 288, 345, 486, 488; Reading Skills: Context Clues, 312-313, "Wiping Out Yellow Fever," 314-316, 317; Vocabulary Builder, 57-58, 60-61, 63, 66, 188-192, 196-198, 200, 232-234, 288, 486-488; Vocabulary Building Strategies: Unlock Word Meanings, 14-15; Idioms and Multiple-Meaning Words (Connotation), 276
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.	SE/TE: Reading Skills: Fact and Opinion, 48, 49; "Remember the Maine!" 50-52; Thinking About the Selection, 53; from "Zlata's Diary," 57-66; Thinking About the Selection, 67; "Why Leaves Turn Color in the Fall," 196-200; Thinking About the Selection, 201
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	SE/TE: Literary Analysis: Narrator and Point of View, 54; Memoir: from "Zlata's Diary," 57-66; Thinking About the Selection, 67; "The Vulture's Flight," 188-192; Thinking About the Selection, 193; "Keeping It Quiet," 195; Thinking About the Selection, 201; Reading Skill: Author's Purpose, 214; "Ice Dogs Explorer on Siberia-to U. S. Dogsled Attempt," 216-218, Thinking About the Selection, 219; Literary Analysis: Point of View, 292; from "Madam C.J. Walker," 293
Integration of Knowledge and Ideas	
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.	SE/TE: Listening and Speaking: Analyzing Media Messages, 130-131; Reading Skill: Analyzing an Informational Text, Reading a Recipe, 244; Thinking About the Selection, 245
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.	SE/TE: Listening and Speaking: Analyzing Media Messages, 130-131; Literary Analysis: Persuasive Writing, 230; "Wash, Don't Spread," 231; "Preserving a Great American Symbol," 232-234; Thinking About the Selection, 235
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).	SE/TE: Internet Text: "In Their Own Words: Kids Talk About Popularity," Compare and Contrast, 389; Compare and Contrast: "If You Lived in Samurai Japan," 390-393
Range of Reading and Level of Text Complexity	
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.	SE/TE: Informational Texts/Selections 9, 10-13, 20, 21, 34, 49, 50-52, 57-66, 93, 95-96, 105, 135, 136-138, 180-182, 187, 188-192, 195, 196-200, 216-218, 231, 232-234, 244, 272-274, 288-289, 293, 313, 314-316, 358-360, 389, 390-392, 443, 444, 458, 460-464, 466, 479, 480-482, 485, 486-487, 488; Ready for a Free-Choice Book, 53, 139, 219, 317, 393, 483

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English Language Arts Standards » Writing » Introduction	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	
English Language Arts Standards » Writing » Grade 6	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	SE/TE: Writer's Workshop: Persuasive Essay, 250, 251; Anchor Book Projects: Persuade Your Audience, 257; Standardized Test Practice: Write short persuasive essay to recycle, 260
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE/TE: Writer's Workshop: Persuasive Essay, 251, 252, 253; Anchor Book Projects: Persuade Your Audience, 257; Standardized Test Practice: Write short persuasive essay to recycle, 260
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE/TE: Writer's Workshop: Persuasive Essay, 251, 252, 253; Anchor Book Projects: Persuade Your Audience, 257; Standardized Test Practice: Write short persuasive essay to recycle, 260
d. Establish and maintain a formal style.	SE/TE: Writer's Workshop: Persuasive Essay, 251, 252, 253; Anchor Book Projects: Persuade Your Audience, 257
e. Provide a concluding statement or section that follows from the argument presented.	SE/TE: Writer's Workshop: Persuasive Essay, 251, 252, 253; Anchor Book Projects: Persuade Your Audience, 257; Standardized Test Practice: Write short persuasive essay to recycle, 260
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
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.	SE/TE: Writer's Workshops: Research: News Report, 73, 74, 75; Exposition: Compare-and-Contrast Essay, 127, 128, 129; How-To Essay, 207, 208, 209; Writing for Assessment, 383, 384, 385; Cause-and-Effect Essay, 423, 424, 425; Business Letter, 473, 474, 475; Anchor Book Projects: Travel Brochure (Directions/Advertisement), 164; Create a Newspaper, 165; Be a Critic, 428
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: Writer's Workshops: Research: News Report, 73, 74, 75; Exposition: Compare-and-Contrast Essay, 127, 128, 129; How-To Essay, 207, 208, 209; Writing for Assessment, 383, 384, 385; Cause-and-Effect Essay, 423, 424, 425; Business Letter, 473, 474, 475; Anchor Book Projects: Travel Brochure (Directions/Advertisement), 164; Create a Newspaper, 165; Be a Critic, 428

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c. Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: Exposition: Compare-and-Contrast Essay, 127, 128, 129; How-To Essay, 207, 208, 209; Cause-and-Effect Essay, 423, 424, 425; Business Letter, 473, 474, 475; Anchor Book Projects: Travel Brochure (Directions/Advertisement)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: Writer's Workshops: Research: News Report, 73, 74, 75; Exposition: Compare-and-Contrast Essay, 127, 128, 129; How-To Essay, 207, 208, 209; Writing for Assessment, 383, 384, 385; Cause-and-Effect Essay, 423, 424, 425; Business Letter, 473, 474, 475; Anchor Book Projects: Travel Brochure (Directions/Advertisement), 164; Create a Newspaper, 165; Be a Critic, 428
e. Establish and maintain a formal style.	SE/TE: Writer's Workshops: Research: News Report, 73, 74, 75; Exposition: Compare-and-Contrast Essay, 127, 128, 129; How-To Essay, 207, 208, 209; Writing for Assessment, 383, 384, 385; Cause-and-Effect Essay, 423, 424, 425; Business Letter, 473, 474, 475; Anchor Book Projects: Travel Brochure (Directions/Advertisement), 164; Create a Newspaper, 165; Be a Critic, 428
f. Provide a concluding statement or section that follows from the information or explanation presented.	SE/TE: Writer's Workshops: Research: News Report, 73, 74, 75; Exposition: Compare-and-Contrast Essay, 127, 128, 129; How-To Essay, 207, 208, 209; Writing for Assessment, 383, 384, 385; Cause-and-Effect Essay, 423, 424, 425; Business Letter, 473, 474, 475; Anchor Book Projects: Travel Brochure (Directions/Advertisement), 164; Create a Newspaper, 165; Be a Critic, 428
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
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: Writer's Workshop: Autobiographical Narrative, 40, 41, 42, 43; Short Story, 158, 159, 160, 161; Narrative Poem: 336, 337, 338, 339; Anchor Book Projects: Write a Narrative Poem, 342
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: Writer's Workshop: Short Story, 158, 159, 160, 161; Narrative Poem: 336, 337, 338, 339; Anchor Book Projects: Write a Narrative Poem, 342
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE/TE: Writer's Workshop: Autobiographical Narrative, 41, 42, 43; Short Story, 159, 160, 161; Narrative Poem: 337, 338, 339; Anchor Book Projects: Write a Narrative Poem, 342

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d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE/TE: Writer's Workshop: Autobiographical Narrative, 40, 41, 42, 43; Short Story, 158, 159, 160, 161; Narrative Poem: 336, 337, 338, 339; Anchor Book Projects: Write a Narrative Poem, 342
e. Provide a conclusion that follows from the narrated experiences or events.	SE/TE: Writer's Workshop: Autobiographical Narrative, 41, 42, 43; Short Story, 159, 160, 161; Narrative Poem: 337, 338, 339; Anchor Book Projects: Write a Narrative Poem, 342
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/TE: Writer's Workshop: Publishing–Share It! 43, 75, 129, 161, 209, 253, 309, 338-339, 385, 425, 475, 510-511; The Research Process: Publishing and Presenting Your Work, 501
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.	SE/TE: Writer's Workshop: Revising, Peer/Teacher Review, 43, 74, 127, 159, 207, 251, 307, 337-338, 383, 423, 473, 508-509; Editing, 43, 75, 129, 161, 209, 253, 309, 338, 385, 425, 475, 510; Language Coach: Revising, 304, 334-335, 420; The Research Process: Revising Your Research Report, 496-499; Proofread Your Report, 501
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.	SE/TE: Publishing – Share It! Create an Audio Recording, 129; Create a How-To Web Page, 209; Record It, 309; Anchor Book Projects: Master the Media, 164; Internet Searches, 452; The Research Process: Finding and Evaluating Sources, 454; Writer's Workshop: Research: Multimedia Presentation, 506-511
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SE/TE: The Research Process: Publishing and Presenting Your Work: Share Your Report/Deliver a Speech, 501; Writer's Workshop: Research (News Report): Present Your Article, 75; Multimedia Presentation: Create a Web site/Take it on the Road, 510-511
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	SE/TE: Writer's Workshop: Research: Prewriting–Plan It Out, 72, 506; Anchor Book Projects: Find a Recipe (Research), 256; The Research Process: Narrowing Your Topic (Sources), 449, 451, 452; Finding and Evaluating Sources, 454; Avoiding Plagiarism, 455; Taking Notes, 456-457, 465; Primary and Secondary Sources, 484-485; Cite Your Sources, 500-501, 503

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	SE/TE: Reader's Journal Responses - Literature, 25, 33, 117, 123, 151, 229, 243, 285, 291, 301, 323, 329, 379, 403, 415
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	SE/TE: Reader's Journal Responses – Nonfiction, 13, 53, 67, 97, 139, 183, 193, 201, 219, 235, 275, 317, 361, 393, 445, 465, 483, 489, 495, 499, 503
Range of 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	SE/TE: Writer's Workshops/Reflecting on Your Writing, 40-43, 72-75, 126-129, 158-161, 206-209, 250-253, 306-309, 336-339, 382-385, 422-425, 472-475, 506-511; The Research Process, 448-453, 454, 455, 456-457, 491, 492, 495, 496, 497, 499, 500-503; Reader's Journal Responses, 13, 25, 33, 53, 67, 97, 117, 123, 139, 151, 183, 193, 201, 219, 229, 235, 243, 275, 285, 291, 301, 317, 323, 329, 361, 379, 393, 403, 415, 445, 465, 483, 489, 495, 499, 503; Timed Writing, 47, 133, 213, 311, 387, 477
English Language Arts Standards » Speaking & Listening » Introduction	
The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
English Language Arts Standards » Speaking & Listening » Grade 6	
Comprehension and Collaboration	
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.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SE/TE: Literature Circles, 44-45, 76-77, 162-163, 210-211, 340-341, 426-427; Partner Activity, 2, 86-87, 350-351; Class Discussion, 3, 265; Group Activity, 44-45, 173, 264, 437
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE/TE: Literature Circles, 44-45, 76-77, 162-163, 210-211, 340-341, 426-427

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c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SE/TE: Thinking About What You Already Know, 2-3, 86-87, 172-173, 264-265, 350-351, 436-437; Understanding the Big Question, 4-5, 88-89, 174-175, 266-267, 352-353, 438-439; Literature Circles, 44-45, 76-77, 162-163, 210-211, 340-341, 426-427; Anchor Book Projects: Start a Message Board, 512
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SE/TE: Literature Circles: Discuss, Summarize, Connect, Draw Conclusions, 45, 77, 163, 211, 341, 427; Listen: Rubric for Audience Self-Assessment, 131, 153, 255, 331, 417
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.	SE/TE: Critical Viewing, 59, 60, 62, 65, 121, 189, 198-199, 224-225, 240, 242, 300, 402, 461; Analyzing Media Messages/Persuasive Speech: Listen, 131, 255
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Opportunities to address: SE/TE: Analyzing Media Messages: Listen, 131; Publishing–Share It: Stage a Debate, 253; Delivering a Persuasive Speech: Listen, 255; Anchor Book Projects: Persuade Your Audience, 257
Presentation of Knowledge and Ideas	
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.	SE/TE: Publishing–Share It, 43, 75, 129, 161, 209, 253, 339, 425, 501, 510-511; Listening and Speaking Workshops: Analyzing Media Messages, 130-131; Delivering a Persuasive Speech, 254-255
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE/TE: Anchor Book Projects: Travel Brochure/Master the Media, 164; Create a Picture, 342; Writer's Workshop: Use Visual Aids, 207, 209; Record It/Illustrate It, 309; Connect to Media: 508, 511; Reading Poetry/Drama Aloud: Create a Visual, 330-331, 417
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE/TE: Writer's Workshop: Drafting, Revising, Publishing–Share It, 41, 43, 74, 75, 129, 159, 161, 209, 251, 253, 337, 338-339, 425, 497, 501, 510-511; Listening and Speaking Workshops: Analyzing Media Messages, 130-131; Delivering a Persuasive Speech, 254-255

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English Language Arts Standards » Language » Introduction	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	
English Language Arts Standards » Language » Grade 6	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	SE/TE: Grammar and Spelling: Personal and Possessive Pronouns, 68; Pronoun and Antecedent Agreement, 69; Interrogative and Indefinite Pronouns, 70; Indefinite Pronoun-Antecedent Agreement, 71
b. Use intensive pronouns (e.g., myself, ourselves).	Opportunities to address: SE/TE: Grammar and Spelling: Personal and Possessive Pronouns, 68; Interrogative and Indefinite Pronouns, 70
c. Recognize and correct inappropriate shifts in pronoun number and person.*	SE/TE: Grammar and Spelling: Personal and Possessive Pronouns, 68; Pronoun and Antecedent Agreement, 69; Indefinite Pronoun-Antecedent Agreement, 71
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Opportunities to address: SE/TE: Grammar and Spelling: Pronouns, 68, 69, 70, 71; Editing–Be Your Own Language Coach, 43, 75, 129, 161, 209, 253, 309, 338, 385, 425, 475, 500-501, 510
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.*	SE/TE: Revising, 43, 74, 127, 159, 207, 251, 304, 307, 334-335, 337-338, 383, 420, 423, 441, 473, 496-499, 508-509
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	SE/TE: Grammar and Spelling: Independent and Subordinate Clauses, 468; Commas, 504
b. Spell correctly.	SE/TE: Spelling, 39, 83, 157, 168, 205, 261, 305, 347, 381, 433, 497; Editing–Be Your Own Language Coach, 43, 75, 129, 161, 209, 253, 309, 338, 385, 425, 475, 500-501, 510

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to the
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Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	SE/TE: Writer's Workshop: Rubric for Self-Assessment: Sentence Fluency, 43, 75, 129, 161, 253, 309, 339, 385, 511; Revising: Check Sentence Length, 307; Grammar and Spelling: Simple and Compound Subjects, 302; Sentence Types, 303; Revising for Stronger Sentences, 305; Combining Sentences for Variety, 421; Simple and Compound Sentences, 469; Complex Sentences, 470
b. Maintain consistency in style and tone.*	SE/TE: Writer's Workshop: Provide Elaboration, 41; Use Vivid Language, 159; Target Your Audience and Choose an Appropriate Tone, 251; Elaborate on the Details, Mood, and Tone, 337
Vocabulary Acquisition and Use	
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.	
a. 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.	SE/TE: Vocabulary Building Strategies, 14-15, 98-99, 184-185, 276-277, 362-363, 446-447; Context Clues, 22, 24, 27, 57, 66, 94, 106, 116, 120, 122, 142, 150, 188, 192, 196, 200, 222, 228, 232, 234, 238, 242, 280, 284, 288, 290, 294, 300, 312-317, 320, 322, 326, 328, 345, 367, 378, 398, 402, 406, 414, 486, 488; Use a Dictionary, Glossary, Thesaurus, and Electronic Resources 14-15, 24, 32, 66, 116, 122, 150, 184, 192, 200, 228, 234, 242, 284, 290, 300, 312, 322, 328, 362, 363, 378, 402, 414, 446, 451, 488, 518-522
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: Vocabulary Building Strategies: Prefixes, 14-15; Suffixes, 98-99; Word Roots, 184-185; Borrowed Foreign Words, 362; Word Origins (Greek, Latin), 363; Word Families (Roots), 471
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: Dictionary, Glossary, Thesaurus, and Electronic Resources 14-15, 24, 32, 66, 116, 122, 150, 184, 192, 200, 228, 234, 242, 284, 290, 300, 312, 322, 328, 362, 363, 378, 402, 414, 446, 451, 488, 518-522
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).	SE/TE: Context clues, 8, 9, 13, 94, 276, 312-317; Use a Dictionary, 14-15, 24, 32, 66, 116, 122, 150, 184, 192, 200, 228, 234, 242, 284, 290, 300, 312, 322, 328, 362, 363, 378, 402, 414, 446, 451, 488
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., personification) in context.	SE/TE: Figurative Language (Metaphor, Personification, Simile), 243, 278-279, 280-284, 285, 313, 325; Imagery, 286-287, 288-290, 291

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b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	SE/TE: Analogies, 14, 255, 312; Roots, 184-185, 471; Cause and Effect, 177, 194, 478; Writer's Workshop, Use Transitions to Make Cause-and Effect Connections Clear, 423
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	SE/TE: Deduce Meaning, 94; Vocabulary Building Strategies: Idioms (Denotation, Connotation), 276; Interpret Idioms, 301
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.	SE/TE: Academic Vocabulary, 8, 48, 92, 134, 178, 214, 270, 312, 356, 388, 442, 478; Vocabulary Builder, 22-24, 27, 29, 32, 57-58, 60-61, 63, 66, 106, 108, 111, 114, 116, 120-122, 142-143, 145, 147, 150, 188-192, 196-198, 200, 222, 224-226, 228, 232-234, 238, 241-242, 280-284, 288, 290, 294, 297, 300, 320-322, 326-328, 367, 370, 373, 378, 398-400, 402, 406, 409, 412-414, 486-488; Idioms, 94, 276, 301; Dialect, 366, 379