

Correlation to the  
**Common Core State Standards  
for English Language Arts,  
Grade 6**



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Grade 6**



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Grade 6**

correlated to the

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

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

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

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 13, 16a, 17, 18, 19, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 33, 36a, 73, 74, 76, 78, 80, 81, 82, 84, 86, 88, 89, 89, 212, 213, 214, 215, 216, 219, 219, 233, 234, 235, 237, 237, 240a, 274, 276, 277, 277, 280a, 287, 289, 290, 321, 322, 323, 324, 327, 327, 330a, 335, 336, 337, 339, 340, 341, 341, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 361, 361, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–12, 3–12, 16a, 17–32, 17–32, 36a, 73–88, 73–88, 211–218, 211–218, 233–236, 233–236, 240a, 241–244, 241–244, 271–276, 271–276, 280a, 285–290, 285–290, 313–326, 313–326, 330a, 335–340, 335–340, 345–360, 345–360, 362a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>3–8, 16b–16g, 19–24, 92b–92g, 69–84, 240b–240k, 101–114, 330b–330k, 115–128, 362b–362k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>14, 14, 34, 34, 90, 90, 220, 220, 238, 238, 246, 246, 278, 278, 292, 292, 328, 328, 342, 342, 362, 362</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Craft and Structure</b>		
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>4, 6, 7, 9, 25, 31, 37, 38, 39, 39, 40a, 92a, 100, 101, 102, 103, 103, 104a, 159, 160, 164, 166, 169, 169, 170a, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 181, 184a, 213, 214, 233, 234, 235, 236, 237, 237, 240a, 242, 243, 244, 245, 245, 246a, 270a, 271, 272, 273, 274, 275, 277, 277, 280a, 281, 282, 283, 283, 284a, 286, 292a, 326, 330a, 332, 333, 333, 334a, 347, 350</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  37–38, <b>37–38, 40a, 92a</b>, 99–102, <b>99–102</b>, 104, <b>104, 104a</b>, 157–164, <b>157–164, 170a</b>, 171–180, <b>171–180, 184a</b>, 211–218, <b>211–218</b>, 233–236, <b>233–236, 240a</b>, 241–244, <b>241–244, 246a, 270a, 280a</b>, 281–282, <b>281–282, 284a</b>, 285–290, <b>285–290, 292a, 330a</b>, 331–332, <b>331–332, 334a</b>,</p> <p><b>Close Reader/Teacher’s Edition:</b>  43–52, <b>184b–184i</b>, 69–84, <b>240b–240k</b>, 97–98, <b>292b–292e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, 165, <b>165</b>, 168, <b>168</b>, 170, <b>170</b>, 182, <b>182</b>, 220, <b>220</b>, 238, <b>238</b>, 246, 246, 278, <b>278</b>, 284, <b>284</b>, 292, <b>292</b>, 334, <b>334</b>, 362, <b>362</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>17, 18, 19, 21, 23, 24, 25, 28, 30, 31, 32, 33, 33, 37, 38, 39, 39, 40a, 104a, 158, 160, 161, 163, 165, 165, 166, 167, 168, 168, 170a, 215, 216, 219, 219, 274, 277, 277, 280a, 281, 282, 283, 283, 285, 286, 287, 289, 290, 291, 291, 292a, 334a, 337, 338, 340, 341, 341, 346, 349, 350, 351, 352, 354, 355, 358, 359, 361, 361, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  3–12, <b>3–12</b>, 37–38, <b>37–38, 40a, 73–88, 73–88, 104a, 157–164, 157–164, 166–167, 166–167, 170a, 171–180, 171–180, 271–276, 271–276, 280a, 281–282, 281–282, 292a, 313–326, 313–326, 331–332, 331–332, 334a, 335–340, 335–340, 345–360, 345–360, 362a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  97–98, <b>292b–292e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14, 34, 34, 40, 40, 90, 90, 165, 165, 168, 168, 170, 170, 182, 182, 220, 220, 278, 278, 284, 284, 292, 292, 328, 328, 334, 334, 342, 342, 362, 362</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>18, 19, 20, 22, 26, 27, 28, 33, 33, 36a, 37, 39, 39, 40a, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 85, 87, 89, 89, 92a, 158, 162, 222a, 242, 243, 245, 245,</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  17-32, <b>17-32, 36a, 37-38, 37-38, 40a, 73-88, 73-88, 92a, 157-164, 157-164, 166-167, 166-167, 222a, 331-332, 331-332</b>  <b>Close Reader/Teacher’s Edition:</b>  19-24, <b>92b-92g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  34, <b>34, 40, 40, 90, 90, 165, 165, 170, 170, 246, 246, 334, 334</b></p>
<b>Integration of Knowledge and Ideas</b>		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  292, <b>292, 292a, 362, 362a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  285-290, <b>285-290, 292a, 345-360, 345-360 362a, 377-380, 377-380</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  115-128, <b>362b-362k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  292, <b>292, 377-380, 377-380</b></p>
RL.6.8	(Not applicable to literature)	

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  169, <b>169</b>, <b>288</b>, <b>331</b>, <b>332</b>, 333, <b>333</b>,</p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  157–164, 166–167, 241–244, <b>241–244</b>, 285–290, 313–326, 331–332, 335–340, <b>335–340</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  115–128, <b>362b–362k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  170, <b>170</b>, 246, <b>246</b>, 334, <b>334</b>, 342, <b>342</b></p>
<b>Range of Reading and Level of Text Complexity</b>		
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>37A</b>, 37–40, <b>37–40</b>, 73–88, <b>73–88</b>, 90, <b>90</b>, <b>99A</b>, <b>99–102</b>, 104, <b>104</b>, 171–180, <b>171–180</b>, 182, <b>182</b>, <b>233A</b>, 233–236, <b>233–236</b>, 284, <b>284</b>, <b>285A</b>, 285–290, 285–290, <b>331A</b>, 331–332, <b>331–332</b>, 334, <b>334</b>, <b>335A</b>, 335–342, <b>335–342</b>, <b>345A</b>, 345–362, <b>345–362</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  43–52, <b>184b–184i</b>, 97–98, <b>292b–292e</b>, 101–114, <b>330b–330k</b>, 115–128, <b>362b–362k</b></p>



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

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

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

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

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>41, 42, 43, 46, 47, 47, 51, 93, 94, 95, 95, 117, 118, 119, 120, 125, 125, 140, 141, 143, 144, 145, 146, 147, 148, 149, 150, 151, 153, 153, 156a, 261, 266, 266, 294, 297, 299, 299, 363, 365, 367, 369, 369, 372b, R16–R21, R22–R27</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  41–46, <b>41–46</b>, 51–54, <b>51–54</b>, 59–60, <b>59–60</b>, 93–94, <b>93–94</b>, 106–112, <b>106–112</b>, 117–124, <b>117–124</b>,  139–152, <b>139–152</b>, 185–192, <b>185–192</b>, 223–225, <b>223–225</b>, 253–258, <b>253–258</b>, 260–265, <b>260–265</b>, 293–298, <b>293–298</b>, 363–368, <b>363–368</b>, R16–R21, <b>R16, R17, R18, R19, R20, R21, R22–R27, R22, R23, R24, R26, R27</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  37–42, <b>156b–156g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  48, <b>48</b>, 56, <b>56</b>, 62, <b>62</b>, 96, <b>96</b>, 114, <b>114</b>, 126, <b>126</b>, 154, <b>154</b>, 194, <b>194</b>, 226, <b>226</b>, 259, <b>259</b>, 266, <b>266</b>, 299, <b>299</b>, 370, <b>370</b></p>

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

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

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



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

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Arguments</p> <ul style="list-style-type: none"> <li>• What Is a Claim?</li> <li>• Creating a Coherent Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Arguments</p> <ul style="list-style-type: none"> <li>• Support: Reasons and Evidence</li> <li>• Building Effective Support</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Arguments <ul style="list-style-type: none"> <li>• Creating a Coherent Argument</li> </ul> <b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  230, <b>230</b>, 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
W.6.1d	Establish and maintain a formal style.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Arguments <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <b>Student Edition/Teacher’s Edition:</b>  247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.1e	Provide a concluding statement or section that follows from the argument presented.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Arguments</p> <ul style="list-style-type: none"> <li>Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 247–250, <b>247–250</b>, 307–310, <b>307–310</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 247–250, <b>247–250</b>, 307–310, <b>307–310</b></p>
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Developing a Topic</li> <li>Organizing Ideas</li> <li>Introductions and Conclusions</li> <li>Elaboration</li> <li>Using Graphics and Multimedia</li> <li>Precise Language and Vocabulary</li> <li>Formal Style</li> </ul> <p><b>Using Textual Evidence</b></p> <ul style="list-style-type: none"> <li>Writing an Outline</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 48, <b>48</b>, <b>50a</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, 104, <b>104</b>, 114, <b>114</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 220, <b>220</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
		<p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 48, <b>48</b>, <b>50a</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, 104, <b>104</b>, 114, <b>114</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 220, <b>220</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Using Graphics and Multimedia</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Organizing Ideas</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Precise Language and Vocabulary</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>
W.6.2e	Establish and maintain a formal style.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Introductions and Conclusions</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, R4–R5</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 56, <b>56</b>, 67–70, <b>67–70</b>, 90, <b>90</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 278, <b>278</b>, 292, <b>292</b>, 328, <b>328</b>, 373–376, <b>373–376</b>, 373–376, R4</p>
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><b>INSTRUCTION/ APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, <b>334a</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 170, <b>170</b>, 182, <b>182</b>, 205–208, <b>205–208</b>, 246, <b>246</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  34, <b>34</b>, 63–66, <b>63–66</b>, 205–208, <b>205–208</b>, 303–306, <b>303–306</b>, 342, <b>342</b>, 377–380, <b>377–380</b></p>
<b>Production and Distribution of Writing</b>		
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing as a Process</p> <ul style="list-style-type: none"> <li>Task, Purpose, and Audience</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  48, <b>48</b>, <b>50a</b>, 63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 200, <b>200</b>, 205–208, <b>205–208</b>, 292, <b>292</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, <b>334a</b>, 373–376, <b>373–376</b>, 377–380, <b>377–380</b>, R2–R3, R4–R5, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  48, <b>48</b>, <b>50a</b>, 63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 104, <b>104</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 200, <b>200</b>, 205–208, <b>205–208</b>, 292, <b>292</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, <b>334a</b>, 373–376, <b>373–376</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b></p> <p>Writing as a Process</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Planning and Drafting</li> <li>• Revising and Editing</li> <li>• Trying a New Approach</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 373–376, <b>373–376</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  63–66, <b>63–66</b>, 67–70, <b>67–70</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247–250</b>, 303–306, <b>303–306</b>, 307–310, <b>307–310</b>, 373–376, <b>373–376</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Producing and Publishing with Technology</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Writing for the Internet</li> <li>• Interacting with Your Online Audience</li> <li>• Using Technology to Collaborate</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247-250</b>, 302, <b>302</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, 126, <b>126</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 205–208, <b>205–208</b>, 247–250, <b>247-250</b>, 302, <b>302</b>, 377–380, <b>377–380</b></p>
<b>Research to Build and Present Knowledge</b>		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Conducting Research</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Starting Your Research</li> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Conducting Field Research</li> <li>• Using the Internet for Research</li> <li>• Refocusing Your Inquiry</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Synthesizing Information</li> </ul>

CCSS Standards		HMH Collections (TE pages in BOLD)
		<p><b>Student Edition/Teacher’s Edition:</b> 126, <b>126</b>, 133–136, <b>133–136</b>, 194, <b>194</b>, 220, 230, <b>220, 230</b>, R8–R11</p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 126, <b>126</b>, 133–136, <b>133–136</b>, 194, <b>194</b>, 220, 230, <b>220, 230</b></p>
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p><b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Conducting Research</p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Using the Internet for Research</li> </ul> <p>Evaluating Sources</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating Sources for Usefulness</li> <li>• Evaluating Sources for Reliability</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Summarizing, Paraphrasing, and Quoting</li> <li>• Attribution</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 67–70, <b>67–70</b>, 133–136, <b>133–136</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, 302a, <b>302a</b>, R8–R11</p> <p><b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 67–70, <b>67–70</b>, 133–136, <b>133–136</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 302, <b>302</b>, 302a, <b>302a</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Writing Informative Texts</b></p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>• Taking Notes</li> </ul> <p><b>Using Textual Evidence</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Synthesizing Information</li> <li>• Summarizing, Paraphrasing, and Quoting</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 114, <b>114</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 268, <b>268</b>, 278, <b>278</b>, 292, <b>292</b>, 307–310, <b>307–310</b>, 328, <b>373–376</b>, 373–376</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 56, <b>56</b>, 114, <b>114</b>, 129–132, <b>129–132</b>, 133–136, <b>133–136</b>, 268, <b>268</b>, 278, <b>278</b>, 292, <b>292</b>, 307–310, <b>307–310</b>, 328, <b>373–376</b>, 373–376</p>
W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 104, <b>104</b>, 129–132, <b>129–132</b>, 278, <b>278</b>, 292, <b>292</b> 373–376, <b>373–376</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 104, <b>104</b>, 129–132, <b>129–132</b>, 278, <b>278</b>, 292, <b>292</b> 373–376, <b>373–376</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.6.9b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<b>INSTRUCTION/ APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 56, <b>56</b> , 133–136, <b>133–136</b> , 307–310, <b>307–310</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 56, <b>56</b> , 133–136, <b>133–136</b> , 307–310, <b>307–310</b>
<b>Range of Writing</b>		
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Writing as a Process <ul style="list-style-type: none"> <li>• Task, Purpose, and Audience</li> </ul> Writing Arguments  Writing Informative Texts  Writing Narratives  Using Textual Evidence  <b>Student Edition/Teacher’s Edition:</b> 129–132, <b>129–132</b> , 133–136, <b>133–136</b> , 247–250, <b>247–250</b> , 278, <b>278</b> , 292, <b>292</b> , 303–306, <b>303–306</b> , 307–310, <b>307–310</b> , 328, <b>328</b> , 373–376, <b>373–376</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b> , 34, <b>34</b> , 48, <b>48</b> , 56, <b>56</b> , 90, <b>90</b> , 104, <b>104</b> , 114, <b>114</b> , 129–132, <b>129–132</b> , 133–136, <b>133–136</b> , 170, <b>170</b> , 182, <b>182</b> , 194, <b>194</b> , 220, <b>220</b> , 246, <b>246</b> , 247–250, <b>247–250</b> , 278, <b>278</b> , 292, <b>292</b> , 303–306, <b>303–306</b> , 307–310, <b>307–310</b> , 328, <b>328</b> , 342, <b>342</b> , 373–376, <b>373–376</b>



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

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>Preparing for Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  12, <b>12</b>, 46, <b>46</b>, 96, <b>96</b>, 112, <b>112</b>, 154, <b>154</b>, <b>156a</b>, 167, <b>167</b>, 180, <b>180</b>, 198, <b>198</b>, 218, <b>218</b>, 236, <b>236</b>, 238, <b>238</b>, 244, <b>244</b>, 265, <b>265</b>, 276, <b>276</b>, 282, <b>282</b>, 290, <b>290</b>, 284, <b>284</b>, 300, <b>300</b>, 332, <b>332</b>, 368, <b>368</b>, 370, <b>370</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b>  87–96, <b>270b–270i</b>, 101–114, <b>330b–330k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  96, <b>96</b>, 154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b></p>
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>Establishing and Following</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, R12–R13</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 370, <b>370</b>, <b>372b</b>, R12–R13</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  154, <b>154</b>, 238, <b>238</b>, 370, <b>370</b></p>
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  154, <b>154</b>, <b>156a</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b>  87–96, <b>270b–270i</b>, 101–114, <b>330b–330k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  154, <b>154</b>, 238, <b>238</b>, 284, <b>284</b>, 370, <b>370</b></p>

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

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Presentation of Knowledge and Ideas</b>		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Giving a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Content of Your Presentation</li> <li>• Style in Presentation</li> <li>• Delivering Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, <b>62a</b>, 96, <b>96</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 268, <b>268</b>, 302, <b>302</b>, 334, <b>334</b>, 362, <b>362</b>, R14–R15</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, 96, <b>96</b>, 201–204, <b>201–204</b>, 247–250, <b>247–250</b>, 268, <b>268</b>, 302, <b>302</b>, 334, <b>334</b>, 362, <b>362</b></p>
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Using Media in a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Media: Audio, Video, and Images</li> <li>• Using Presentation Software</li> <li>• Building and Practicing Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, <b>62a</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 201–204, <b>201–204</b>, 302, <b>302</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  62, <b>62</b>, 126, <b>126</b>, 154, <b>154</b>, 200, <b>200</b>, 201–204, <b>201–204</b>, 302, <b>302</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b></p> <p>Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>Speaking Constructively</li> </ul> <p>Giving a Presentation</p> <ul style="list-style-type: none"> <li>Style in Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b>, 201–204, <b>201–204</b>, 268, <b>268</b>, 334, <b>334</b>, 362, <b>362</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b>, 201–204, <b>201–204</b>, 268, <b>268</b>, 334, <b>334</b>, 362, <b>362</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>4, 16, 16, 50, 50, 58, 58, 92, 92, 98, 98, 116, 116, 156, 156, 222, 222, 270, 270, R28–R51, R28, R36, R38, R40, R42, R43, R45, R46, R47, R51</b>
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>50, 50, 58, 58, 98, 98, R28, R36, R36</b>
L.6.1b	Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>92, 92, R28, R36–R37</b>
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>116, 116, 156, 156, R28, R35–R38, R36</b>
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>270, 270, R28, R38, R38</b>
L.6.1e	Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>4, 16, 16, 222, 222, R28</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 36, <b>36</b> , 128, <b>128</b> , 184, <b>184</b> , 232, <b>232</b> , 240, <b>240</b> , 330, <b>330</b> , 344, 372, R28, R31–R34, R52, R57–R60
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 36, <b>36</b> , 372, <b>372</b> , R28, R31–32
L.6.2b	Spell correctly.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 232, <b>232</b> , 330, <b>330</b> , 344, <b>344</b> , R52, R57–R60
<b>Knowledge of Language</b>		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> <b>6, 7, 196, 196, 273, 280, 280, R28–51, R28–51</b>
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> <b>6, 7, 273, 280, 280, R28, R46–47, R46–R47</b>
L.6.3b	Maintain consistency in style and tone.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 196, <b>196</b> , R28
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 15, <b>15</b> , 35, <b>35</b> , 49, <b>49</b> , 57, <b>57</b> , <b>62b</b> , 91, <b>91</b> , 97, <b>97</b> , 115, <b>115</b> , 127, <b>127</b> , 155, <b>155</b> , 183, <b>183</b> , 195, <b>195</b> , 221, <b>221</b> , 231, <b>231</b> , 239, <b>239</b> , 269, <b>269</b> , 279, <b>279</b> , 329, <b>329</b> , 343, <b>343</b> , 371, <b>371</b> , R52–R60, <b>R52</b>



CCSS Standards		HMH Collections (TE pages in BOLD)
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 15, <b>15</b> , <b>35</b> , 49, <b>49</b> , 57, <b>57</b> , <b>62b</b> , <b>97</b> , 115, <b>115</b> , 155, <b>155</b> , 183, <b>183</b> , 195, <b>195</b> , 221, <b>221</b> , 231, <b>231</b> , 269, <b>269</b> , 279, <b>279</b> , 329, <b>329</b> , 343, <b>343</b> , 371, <b>371</b> , R52–R53, <b>R52</b>
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 35, <b>35</b> , 49, <b>49</b> , 57, <b>57</b> , 91, <b>91</b> , 155, <b>155</b> , 371, <b>371</b> , <b>R52</b> , R53–R54
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 15, <b>15</b> , 57, <b>57</b> , <b>62b</b> , 97, <b>97</b> , 115, <b>115</b> , 127, <b>127</b> , 195, <b>195</b> , 239, <b>239</b> , 279, <b>279</b> , 343, <b>343</b> , <b>R52</b> , R56
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 15, <b>15</b> , 49, <b>49</b> , 57, <b>57</b> , <b>62b</b> , 115, <b>115</b> , 195, <b>195</b> , 221, <b>221</b>
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>100</b> , <b>102</b> , <b>103</b> , 127, <b>127</b> , <b>171</b> , <b>174</b> , <b>175</b> , <b>176</b> , <b>178</b> , <b>179</b> , <b>180</b> , <b>181</b> , <b>184a</b> , <b>214</b> , 221, <b>221</b> , 231, <b>231</b> , 239, <b>239</b> , 269, <b>239</b> , 329, <b>329</b> , R52, R5
L.6.5a	Interpret figures of speech (e.g., personification) in context.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>100</b> , <b>102</b> , <b>103</b> , <b>171</b> , <b>174</b> , <b>175</b> , <b>176</b> , <b>178</b> , <b>179</b> , <b>180</b> , <b>181</b> , <b>184a</b> , <b>214</b> , 221, <b>221</b> , R52
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 231, <b>231</b> , 269, <b>269</b> , 329, <b>329</b> , R52, R55

CCSS Standards		HMH Collections (TE pages in BOLD)
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 239, <b>239</b> , R52, R55
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 2, <b>2</b> , <b>5</b> , 15, <b>15</b> , <b>18</b> , 35, <b>35</b> , <b>38</b> , <b>43</b> , 49, <b>49</b> , <b>52</b> , 57, <b>57</b> , <b>60</b> , 63, <b>63</b> , 67, <b>67</b> , 72, <b>72</b> , <b>75</b> , 91, <b>91</b> , <b>94</b> , 97, <b>97</b> , <b>100</b> , <b>107</b> , 115, <b>115</b> , <b>118</b> , 127, <b>127</b> , 129, <b>129</b> , 133, <b>133</b> , 138, <b>138</b> , <b>141</b> , 155, <b>155</b> , <b>159</b> , <b>172</b> , 183, <b>183</b> , <b>187</b> , 195, <b>195</b> , <b>198</b> , 201, <b>201</b> , 205, <b>205</b> , 210, <b>210</b> , <b>213</b> , 221, <b>221</b> , <b>225</b> , 231, <b>231</b> , <b>234</b> , 239, <b>239</b> , <b>242</b> , 247, <b>247</b> , 252, <b>252</b> , <b>255</b> , <b>264</b> , 269, <b>269</b> , <b>273</b> , 279, <b>279</b> , <b>282</b> , <b>287</b> , <b>294</b> , <b>300</b> , 303, <b>303</b> , 307, <b>307</b> , 312, <b>312</b> , <b>315</b> , 329, <b>329</b> , <b>337</b> , 343, <b>343</b> , <b>347</b> , <b>358</b> , <b>364</b> , 371, <b>371</b> , 373, <b>373</b> , 377, <b>377</b> , R52–R56, <b>R54</b>