

**Houghton Mifflin Harcourt
 McDougal Littell Literature ©2008
 Grade 6**

correlated to the

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

Standards		Page References
Reading Standards for Literature		
Key Ideas and Details		
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 12, 39, 59, 63, 67, 69, 70, 71, 97, 141, 157, 178, 188, 287, 314, 325, 345, 389, 391, 392, 394, 396, 397, 459, 486, 500, 579, 595, 597, 599, 600, 677, 678, 680, 685, 696, 719, 823, 1082
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.	SE: 5, 306-311, 313, 317, 318, 320, 324, 325, 337, 340, 342, 343, 345, 349, 353, 357, 358, 359, 361, 362, 367, 385, 386, 389, 391, 392, 395, 396, 397, 406, 409, 685, 723, 724, 726, 727, 729, 730, 731, 732, 734, 736, 738, 739, 741
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.	SE: 5, 26-29, 31, 32, 34, 36, 38, 39, 59, 71, 139, 140, 157, 166, 168, 169, R2
Craft and Structure		
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.	SE: 40, 423-434, 534, 536-537, 609-620, 707, 754, R70

Standards		Page References
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.	SE: 83-84, 87, 90, 93, 97, 168-169, 581-582, 584, 586, 603-607
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	SE: 160, 176-177, 181, 183, 186, 187, 188, 191, 192, 196, 198, 201, 219, 230, 281, 282, 284, 285, 286, 287, 296, 298, 299, 385, 386, 449, 452, 458, 459, 760, 767, 787, 788, 832, 835, R109
Integration of Knowledge and Ideas		
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.	SE: 106-109, 141, 254-257
RL.6.8	(Not applicable to literature)	
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.	SE: 366-375, 377
Range of Reading and Level of Text Complexity		
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.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 30-41, 62-73, 82-99, 132-141, 142-157, 172, 182-189, 204-221, 280-287, 302, 312-327, 412, 540, 636, 646-654, 676-686, 688-697, 722-731, 732-741, 756

Standards		Page References
Reading Standards for Informational Text		
Key Ideas and Details		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 12, 119, 131, 263, 335, 675, 777, 785, 809
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.	SE: 8-9, 670-675, 803, 804, 806, 807, 808, 809, 832, 834, 844-845, 857, 858, 860, 861, 877, 891, 893, 894, 895, 896, 897, 892, 897, 928, 929
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).	SE: 803, 808, 856-857, 884
Craft and Structure		
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SE: 565, 634, 913, R70-R71
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.	SE: 123, 126, 129, 131, 770, 776, 777, 803, 806, 807, 809, 825, 832, 835, 912, R8-R11
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	SE: 267, 268, 271, 274, 277

Standards		Page References
Integration of Knowledge and Ideas		
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.	SE: 812-815, 864-877, 880-883, 914-917, R84-R92
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.	SE: 884-885, 890-897, 926-929, R20, R22-R24
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).	SE: 766-777, 780-785, 786-791, 792, 793, 864-871, 872-877
Range of Reading and Level of Text Complexity		
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.	SE: 766-777, 780-785, 786-791, 792, 793, 796-801, 802-809, 846-853, 856-861, 864-871, 872-877, 890-897, 900-906, 908-912

Standards		Page References
Writing Standards		
Text Types and Purposes		
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	SE: 918, 919, 922, 924, R40-R41
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	SE: 918-919, 921-924, R40-R41
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE: 918-919, 921-924, R40-R41
W.6.1d	Establish and maintain a formal style.	SE: 918-924, R40-R41
W.6.1e	Provide a concluding statement or section that follows from the argument presented.	SE: 918, 920, 923-924, R40-R41
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.	
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.	SE: 398, 401, 526, 529, 622, 625, 742, 745, R37-R40
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE: 402, 531, 626, 746, R37-R40
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	SE: 526-527, 530-532, 622-623, 627-628, 742-743, 747-748

Standards		Page References
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 398-399, 403-404, 526-527, 531-532, 622, 624, 627, 742-743, 747-748
W.6.2e	Establish and maintain a formal style.	SE: 398, 404, 526, 532
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	SE: 398, 403-404, 528, 531-532, 742, 744, 747-748
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
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.	SE: 158-164, 824-830, R36-R37
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE: 158-159, 162-164, 824, 826, 828, 830, R36-R37
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.	SE: 162-164, 824-825, 829-830, R36-R37
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE: 158-159, 163-164, 824-825, 827, 829-830, R36-R37
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	SE: 160, 162, 164, 824, 826, 829-830, R36-R37

Standards		Page References
Production and Distribution of Writing		
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.)	SE: 17, 158-164, 253, 291-293, 401-403, 501, 529-531, 625-627, 745-747, 827-829, 921-923, 958-967
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.)	SE: 17, 19, 163-164, 293-294, 403-404, 531-532, 627-628, 747-748, 829-830, 923-924, 966-968, R29
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.	SE: 533, 815, 831, 969, R29
Research to Build and Present Knowledge		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SE: 227, 295, 936, 937-938, 954-968
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.	SE: 227, 295, 947-953, 954-968

Standards		Page References
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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”).	SE: 366-375, 377, 526-532
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”).	SE: 884-885, 890-897, 926-929, R20, R22-R24
Range of Writing		
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.	SE: 17, 158-164, 253, 291-293, 401-403, 501, 529-531, 625-627, 745-747, 827-829, 921-923, 958-967

Standards		Page References
Speaking and Listening Standards		
Comprehension and Collaboration		
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.	
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.	SE: 22, 174, 219, 304, 405, 414, 758, 840, 853
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE: 174, 219, 257, 258, 266, 366, 405, 422, 475, 521, 525, 558, 594, 608, 656, 667, 708, 802, 809, 815, 883, 890, 908, 917
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.	SE: 174, 219, 257, 258, 266, 366, 405, 422, 475, 521, 525, 558, 594, 608, 656, 667, 708, 802, 809, 815, 883, 890, 908, 917
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SE: 39, 71, 81, 97, 119, 157, 227, 251, 287, 335, 345, 375, 434, 447, 459, 475, 521, 620, 653, 696, 706, 719, 731, 751, 785, 793, 809, 853, 863, 897, 930
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.	SE: 109, 257, 525, 815, 883, 917
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.	SE: 925, R76-R78, R83

Standards		Page References
Presentation of Knowledge and Ideas		
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.	SE: 287, 405, 533, 629, 906, 925
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE: 533, 906, 925, 969
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.)	SE: 165, 295, 405, 533, 906, 925

Standards		Page References
Language Standards		
Conventions of Standard English		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	SE: 203, 296, 301, R52-R53
L.6.1b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	SE: R46, R53
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	SE: R52
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	SE: 171, 404, 924, R52-R55
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.*	SE: 41, 61, 73, 99, 121, 203, 221, 279, 327, 347, 364, 377, 436, 461, 477, 526-532, 573, 587, 622-628, 655, 669, 697, 721, 779, 795, 811, 855, 863, 899
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	SE: R49-R50
L.6.2b	Spell correctly.	SE: 158, 288, 398, 526, 622, 742, 824, 918, 954, R72-R75
Knowledge of Language		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*	SE: 158-159, 404, 526, 532, 622, 742, 825, 830, 924
L.6.3b	Maintain consistency in style and tone.*	SE: 158-164, 288-294, 398-404, 526-532, 622-628, 742-748, 824-830, 883, 918-924, 954-968

Standards		Page References
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.	
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.	SE: 31, 63, 123, 170, 183, 191, 220, 252, 296, 300, 313, 326, 363, 376, 410, 423, 435, 476, 538, 634, 326, 654, 707, 720, 754, 794, 836, 907, 930
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, auditory, audible</i>).	SE: 120, 170, 264, 278, 326, 410, 476, 601, 634, 740, 836, 878, 930
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.	SE: 132, 202, 264, 326, 460, 476, 487, 565, 668, 750, 754, 854
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).	SE: 132, 202, 264, 326, 460, 476, 487, 565, 668, 750, 754, 854
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5a	Interpret figures of speech (e.g., personification) in context.	SE: 98, 548-549, 595, 596, 597, 598, 600, 614, 630, 632, 633
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	SE: 794, R70-R71
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	SE: 565, 634, 913, R70-R71

Standards		Page References
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.	<p>SE: 565, 634, R72</p> <p><i>This standard may also be addressed by the Vocabulary in Context lessons at the beginning of each selection:</i></p> <p>SE: 31, 43, 63, 83, 111, 123, 143, 183, 191, 205, 229, 259, 267, 313, 337, 349, 367, 449, 469, 479, 503, 595, 647, 657, 677, 689, 699, 723, 767, 787, 803, 847, 857, 891, 909</p>