



The Indiana Student Edition

Welcome to the Indiana edition of *Glencoe Literature: Reading with Purpose*. We have written this text with several goals in mind. First, we want you to succeed in this course. We also want you to succeed in the Indiana English/Language Arts Academic Standards and ISTEP+ test. To help you, we have provided lessons for the Academic Standards, which tell you what you are expected to learn throughout the school year. We have also included ISTEP+ test practice at the end of every unit so that you can prepare for the state test. As you read the selections in this book and work through questions and activities, you will become a better reader, a better test-taker, and a more successful student!

Covers the Indiana Grade 6 English/Language Arts Academic Standards



This section of your book contains the following:

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Indiana's Academic Standards

An Introduction to the Indiana English/Language Arts Academic Standards

The standards describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school.

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development

Word recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.

Standard 2: READING: Comprehension

Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.

Standard 3: READING: Literary Response and Analysis

Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.

Standard 4: WRITING: Process

The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.

Standard 5: WRITING: Applications

Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Standard 6: WRITING: English Language Conventions

Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.



Correlation to Indiana English/Language Arts Academic Standards

Reading	
6.1 Reading: Word Recognition, Fluency, and Vocabulary Development	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p>Writing Workshop: Listening, Speaking, and Viewing: Reading Poetry Aloud 439</p> <p>Writing Workshop: Listening, Speaking, and Viewing: Reading Aloud 565</p> <p>Writing Workshop: Listening, Speaking, and Viewing: Storytelling 705</p> <p>Writing Workshop: Listening, Speaking, and Viewing: Oral Presentation 1035</p> <p>Writing Workshop: Presenting 315, 438, 563, 867</p>
<p>6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i>, and metaphors, implied comparisons) and words with multiple meanings.</p> <p>Example: Understand the different meanings of the word <i>primary</i> when used in sentences, such as the following: <i>Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.</i> Understand descriptive metaphors, such as <i>The city lay under a blanket of fog.</i></p>	<p>Genre Focus: Key Literary Element: Figurative Language 374, 375</p> <p>Key Literary Element: Figurative Language 443, 445, 446, etc.</p> <p>English Language Coach: Multiple-Meaning Words 32, 36, 40, etc.</p> <p>English Language Coach: Multiple-Meaning Words 50, 53, 55</p>
<p>6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>Example: Understand foreign words that are often used in English, such as <i>enchilada</i> (Spanish), <i>lasagna</i> (Italian), and <i>delicatessen</i> (German).</p>	<p>English Language Coach: Borrowed Words 648, 650, 651, etc.</p> <p>English Language Coach: Understand Word Histories 686, 691</p> <p>English Language Coach: Word History 708, 719, 720</p> <p>English Language Coach: Word History 732, 737</p>
<p>6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p>	<p>English Language Coach: Context Clues 378, 380, 384, etc.</p> <p>English Language Coach: Context Clues 404, 406, 410, etc.</p> <p>English Language Coach: Context Clues 422, 428, 430, etc.</p>
<p>6.1.5 Understand and explain slight differences in meaning in related words.</p> <p>Example: Explain the difference when someone is described as speaking <i>softly</i> and when someone is described as speaking <i>quietly</i>.</p>	<p>English Language Coach: Word Choice 190, 195, 196, etc.</p>



6.2 Reading: Comprehension (Focus on Informational Materials)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.</p> <p>Example: Do a keyword search on the Internet to find information for a report on current world events.</p>	<p>Genre Focus: Key Reading Skill: Skimming and Scanning 5, 6</p> <p>Genre Focus: Key Reading Skill: Understanding Graphics 5, 7</p> <p>Genre Focus: Key Reading Skill: Identifying Main Idea and Supporting Details 5, 6</p> <p>Genre Focus: Key Element: Text Features 5</p> <p>Genre Focus: Key Element: Titles and Subheads 5, 6</p> <p>Key Element: Text Features 11, 12, 13, etc.</p> <p>Key Reading Skill: Skimming and Scanning 33, 34, 39</p> <p>Key Element: Titles and Subheads 33, 34, 39</p> <p>Key Reading Skill: Understanding Graphics 51, 53, 55, etc.</p> <p>Key Reading Skill: Identifying Main Idea and Supporting Details 71, 72, 75, etc.</p>
<p>6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.</p> <p>Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader’s comprehension.</p>	<p>Talk About Your Reading 304</p>
<p>6.2.3 Connect and clarify the main ideas by identifying their relationships to multiple sources and related topics.</p> <p>Example: Read about another culture in a magazine such as <i>Cricket</i> or <i>National Geographic</i>. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.</p>	<p>Genre Focus: Key Reading Skill: Connecting 118, 121</p> <p>Key Reading Skill: Connecting 149, 157, 159, etc.</p>
<p>6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.</p> <p>Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.</p>	<p>Genre Focus: Key Reading Skill: Review/ Note Taking 776, 780</p> <p>Key Reading Skill: Taking and Reviewing Notes 873, 874, 875, etc.</p> <p>Comparing Literature Workshop: Get Ready to Compare 85, 209, 235, 337, 745, 1057</p>
<p>6.2.5 Follow multiple-step instructions for preparing applications.</p> <p>Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys’ or girls’ club, soccer league, YMCA or YWCA, or another extracurricular organization.</p>	<p>This standard is covered in the Teacher’s Edition.</p>



Reading: Comprehension (continued)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.</p> <p>Example: In reading <i>Amelia Earhart: Courage in the Sky</i> by Mona Kerby, note the author’s opinions and conclusions. Decide if they are adequately supported by the facts that she presents.</p>	<p>Genre Focus: Key Reading Skill: Evaluating 776</p> <p>Key Reading Skill: Evaluating 859, 861, 865</p> <p>Reading Across Texts Workshop: Get Ready to Compare 895</p> <p>Reading Across Texts: Author’s Credibility 898, 899, 902, etc.</p>
<p>6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.</p> <p>Example: Read some of the 28 poems in Lee Bennett Hopkins’s <i>Been to Yesterdays: Poems of Life</i>, and draw conclusions about what the poet is saying about his experiences in the middle school years. Describe Leonardo da Vinci’s greatest achievements, after reading <i>Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance</i> by Francesca Romei.</p>	<p>Genre Focus: Key Reading Skill: Drawing Conclusions 484, 485, 489, etc.</p> <p>Key Reading Skill: Drawing Conclusions 497, 498, 499, etc.</p> <p>Talk About Your Reading 16, 304, 580, 984</p> <p>Write About Your Reading 296, 742, 856</p>
<p>6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.</p> <p>Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers’ opposition to the program, describe the ways each author tries to persuade the reader.</p>	<p>Genre Focus: Key Reading Skill: Distinguishing Fact and Opinion 256, 257</p> <p>Genre Focus: Key Literary Element: Bias 256, 258</p> <p>Genre Focus: Key Literary Element: Stereotyping 256, 257</p> <p>Key Reading Skill: Distinguishing Fact and Opinion 263, 264, 265, etc.</p> <p>Key Literary Element: Bias 285, 286, 287, etc.</p> <p>Key Literary Element: Stereotyping 301, 303</p> <p>English Language Coach: Denotation and Connotation 262, 265, 268, etc.</p> <p>English Language Coach: Semantic Slanting 300, 303, 306</p>
<p>6.3 Reading: Literary Response and Analysis</p>	
<p>6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.</p> <p>Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.</p>	<p>Genre Focus: Biography and Autobiography 118</p> <p>Genre Focus: Short Story 484</p> <p>Genre Focus: Folktale, Fantasy, and Myth 618</p> <p>Genre Focus: Historical Fiction and Nonfiction 776</p> <p>Genre Focus: Drama 930</p>



Reading: Literary Response and Analysis (continued)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>Example: After reading the story <i>Dragonwings</i> by Laurence Yep, describe how the boy’s courage and loyalty to his father help him to realize his father’s dreams of making a flying machine.</p>	<p>Genre Focus: Key Literary Element: Character 118</p> <p>Genre Focus: Key Literary Element: Plot 484, 488, 493</p> <p>Genre Focus: Key Literary Element: Conflict 484, 493</p> <p>Genre Focus: Key Literary Element: Characterization 484, 486, 493</p> <p>Key Literary Element: Character 197, 200, 203</p> <p>Key Literary Element: Conflict 523, 528, 532, etc.</p> <p>Key Literary Element: Plot 547, 548, 550, etc.</p> <p>Key Literary Element: Characterization 569, 571, 572, etc.</p> <p>Key Literary Element: Plot 805, 806, 807, etc.</p> <p>Comparing Literature Workshop: Writing: Compare the Literature 235</p>
<p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p> <p>Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book <i>The Watsons Go to Birmingham—1963</i> by Christopher Paul Curtis, in which an African American family from Michigan goes to visit relatives in Alabama in the summer of 1963.</p>	<p>Genre Focus: Key Literary Element: Setting 618, 621</p> <p>Key Literary Element: Setting 709, 712, 716, etc.</p>
<p>6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild</i> and <i>wooly</i> or <i>threatening throngs</i>), and rhyme.</p> <p>Example: Describe the features of a poem, such as “Mother to Son” by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.</p>	<p>Genre Focus: Key Literary Element: Figurative Language 374, 375</p> <p>Genre Focus: Key Literary Element: Poetic Features 374, 375</p> <p>Genre Focus: Key Literary Element: Rhythm, Rhyme, and Meter 374, 375</p> <p>Genre Focus: Key Literary Element: Sound Devices 374, 375</p> <p>Key Literary Element: Figurative Language 443, 445, 446, etc.</p> <p>Key Literary Element: Poetic Features 379, 381</p> <p>Key Literary Element: Rhythm, Rhyme, and Meter 405, 407</p> <p>Key Literary Element: Sound Devices 423, 424</p>



Reading: Literary Response and Analysis (continued)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p> <p>Example: Read an autobiography, such as <i>Michael Jordan: My Story</i>, and compare it to a biography on the same person, such as <i>Michael Jordan</i> by Richard Rambeck. Tell how the life story of the person is shown in different ways when told in the first-person or third-person narration.</p>	<p>Genre Focus: Key Literary Element: Narrator 118, 123</p> <p>Genre Focus: Key Literary Element: Point of View 118, 124</p> <p>Genre Focus: Key Literary Element: Narrator 776, 780</p> <p>Key Literary Element: Narrator 129, 131, 133, etc.</p> <p>Key Literary Element: Speaker 138, 139, 141</p> <p>Key Literary Element: Point of View 149, 150, 152, etc.</p> <p>Literary Element: Narrator 385, 386, 389, etc.</p> <p>Literary Element: Point of View 411, 415, 429, etc.</p> <p>Key Literary Element: Narrator 821, 822, 823, etc.</p>
<p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>Example: Analyze the way a theme is developed throughout a book, such as the themes of prejudice and criticism of others shown throughout the events and characters in <i>Summer of My German Soldier</i> by Bette Green.</p>	<p>Genre Focus: Key Literary Element: Theme 618, 623</p> <p>Literary Element: Theme 673, 679, 683, etc.</p>
<p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader’s mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i> <p>Example: Select a variety of examples of sportswriting from a local or national newspaper. Explain the use of metaphors and symbolism throughout sportswriting.</p>	<p>Genre Focus: Key Literary Element: Symbol 776, 777</p> <p>Key Literary Element: Symbol 785, 787, 788, etc.</p> <p>Genre Focus: Key Literary Element: Figurative Language 374, 375</p> <p>Key Literary Element: Figurative Language 443, 445, 446, etc.</p>
<p>6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.</p> <p>Example: Read myths, such as <i>Hercules</i> or <i>Jason and the Argonauts</i>, and discuss the believability of the characters and plots as compared to realistic fiction.</p>	<p>Get Ready to Read 659</p> <p>Talk About Your Reading 984</p>



Writing	
6.4 Writing: Process	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Writing Workshop: Prewriting 142, 278, 279, 398, 516–518, 814–815, 966 Write to Learn 307 You and the Big Question 483, 929 Unit Wrap-Up: Solo Activity 599
6.4.2 Choose the form of writing that best suits the intended purpose.	Writing Workshop: Applying Good Writing Traits: Voice 644 Write About Your Reading 74, 312, 382, 584, 880, 892, 1012
6.4.3 Write informational pieces of several paragraphs that: <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. 	Writing Workshop: Building Your Draft 28 Writing Workshop: Revising 64 Writing Workshop: Prewriting 279 Writing Workshop: Revising 314 Writing Workshop: Drafting 967
6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	Writing Workshop: Building Your Draft 28 Writing Workshop: Revising 64, 314 Writing Workshop: Drafting 142–143, 967 Writing Workshop: Prewriting 279
6.4.5 Use note-taking skills.	Genre Focus: Key Literary Element: Review/Note Taking 776, 780 Key Literary Element: Taking and Reviewing Notes 873, 874, 875, etc. Unit Warm-Up: Keep Track of Your Ideas 3, 117, 255, 373, 483, 617, 775, 929
6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	Research Report Writing: Do Research R21
6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	Using a Computer for Writing R27
6.4.8 Review, evaluate, and revise writing for meaning and clarity.	Writing Workshop: Revising 64, 184, 314, 702, 866–867, 1032
6.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Writing Workshop: Editing 65, 185, 315, 437, 563, 703, 867, 1033



Writing: Process (continued)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>Writing Workshop: Revising 64 Writing Workshop: Applying Good Writing Traits: Sentence Fluency 280 Writing Workshop: Revising 314 Writing Workshop: Revising 1032</p>
6.5 Writing: Applications (Different Types of Writing and Their Characteristics)	
<p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense. <p>Example: Write a short play that could be presented in class. Rewrite a short story that was read in class, telling the story from another point of view.</p>	<p>Writing Workshop: Autobiographical Narrative 142–143, 184–185 Writing Workshop: Short Story 516–518, 562–563 Writing Workshop: Fable 642–643, 702–703 Writing Workshop: Personal Narrative 814–815, 866–867 Write About Your Reading 206, 312, 334, 640, 656, 1030 Unit Wrap-Up: Unit Challenge 1072–1073</p>
<p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions. <p>Example: Write successive drafts of a one- or two-page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p>	<p>Writing Workshop: Persuasive Essay 278–279, 314–315 Writing Workshop: Speech 966–967, 1032–1033 Write About Your Reading 82, 136, 158 Unit Wrap-Up: Group Activity 236 Write About Your Reading 684, 742, 964</p>
<p>6.5.3 Write research reports that:</p> <ul style="list-style-type: none"> • pose relevant questions that can be answered in the report. • support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. • include a bibliography. <p>Example: Write a research report on George Washington, explaining what Washington accomplished during his presidency and why he is such a significant figure in American history. Write a research report on Native American groups that lived in Indiana and the surrounding states. Include information on whether descendants of these groups still live in the area.</p>	<p>Writing Workshop: Speech 966–967, 1032–1033</p>



Writing: Applications (continued)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • develop and justify the interpretation through the use of examples and evidence from the text. <p>Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.</p>	<p>Write About Your Reading 136, 536, 560, 684, 742, 856</p>
<p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counterarguments. <p>Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p>	<p>Writing Workshop: Persuasive Essay 278–279, 314–315</p> <p>Writing Workshop: Speech 966–967, 1032–1033</p> <p>Write About Your Reading 1048</p>
<p>6.5.6 Use varied word choices to make writing interesting.</p> <p>Example: Write stories, reports, and letters showing a variety of word choices. (Use <i>delicious</i> instead of <i>good</i>, <i>overcoat</i> or <i>parka</i> instead of <i>coat</i>.)</p>	<p>Writing Workshop: Applying Good Writing Traits: Word Choice 400</p> <p>English Language Coach 190</p> <p>English Language Coach 196</p>
<p>6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p> <p>Example: Write a review of a favorite book or film for a classroom writers’ workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.</p>	<p>Writing Workshop: Applying Good Writing Traits: Voice 644</p> <p>Write About Your Reading 74, 312, 382, 584, 880, 892, 1012</p>
<p>6.6 Writing: English Language Conventions</p>	
<p>6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p> <ul style="list-style-type: none"> • Simple sentence: sentences with one subject and verb, such as <i>The pine tree is native to many parts of America.</i> • Compound sentence: sentences with two equal clauses, such as <i>The giraffe has a long neck and long legs, but it is a very graceful animal.</i> • Complex sentence: sentences that include one main clause and at least one subordinate clause, such as <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i> 	<p>Grammar Link: Clauses 507, 543</p> <p>Grammar Link: Simple Sentences 641</p> <p>Grammar Link: Compound and Complex Sentences 645</p> <p>Grammar Link: Combine Sentences 657</p> <p>Grammar Link: Combining Sentence Clauses 669</p> <p>Grammar Link: Commas in Compound/Complex Sentences 685, 701</p>



Writing: English Language Conventions (continued)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
<p>6.6.2 Identify and properly use indefinite pronouns (<i>all, another, both, each, few, many, none, one, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> • Indefinite pronouns: <i>Each</i> should do his or her own work. • Indefinite pronouns: <i>Many</i> were absent today. • Correct verb agreement: <i>Todd and Amanda were</i> chosen to star in the play. • Incorrect verb agreement: <i>Todd and Amanda was</i> chosen to star in the play. 	<p>Grammar Link: Indefinite Pronouns 163</p> <p>Grammar Link: Subject Verb Agreement with Indefinite Pronouns 893</p> <p>Grammar Link: Verb Tenses 63</p> <p>Grammar Link: Agreement with Compounds 839</p>
<p>6.6.3 Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>).</p>	<p>Grammar Link: Using Colons in Time and after Salutations 1013</p> <p>Grammar Link: Semicolons with Main Clauses 985</p> <p>Grammar Link: Semicolons with Long Clauses that Include Commas 995</p> <p>Grammar Link: Commas in Compound Sentences 685</p>
<p>6.6.4 Use correct capitalization.</p>	<p>Writing Workshop: Applying Good Writing Traits: Conventions 144</p> <p>Grammar Link: Capitalization of Sentences 633</p> <p>Mechanics: Capitalization R36–R37</p>
<p>6.6.5 Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).</p>	<p>Writing Workshop: Applying Good Writing Traits: Conventions 144</p> <p>Troublesome Words R33–R35</p> <p>Spelling R43–R44</p>
Listening and Speaking	
6.7 Listening and Speaking: Skills, Strategies, and Applications	
<p>6.7.1 Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).</p>	<p>Interpreting Nonverbal Clues R45–R46</p>
<p>6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p>	<p>Listening, Speaking, and Viewing 439, 565, 705</p>
<p>6.7.3 Restate and carry out multiple-step instructions and directions.</p>	<p>Genre Focus: Key Element: Process 5, 7</p> <p>Key Element: Process 51, 52, 53, etc.</p>



Listening and Speaking: Skills, Strategies, and Applications (continued)	
INDIANA ELA ACADEMIC STANDARDS	READING WITH PURPOSE, COURSE 1
6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	Writing Workshop: Presenting 315 Listening, Speaking, and Viewing 317, 439, 565, 705, 869, 1035
6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.	Writing Workshop: Presenting 315 Listening, Speaking, and Viewing 439, 565, 1035
6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	Listening, Speaking, and Viewing 869 Applying Good Writing Traits: Presentation 968
6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	Listening, Speaking, and Viewing 317, 439, 565, 705, 869, 1035
6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>), for intent and effect.	Listening, Speaking, and Viewing 439
6.7.9 Identify persuasive and propaganda techniques used in electronic media (television, radio, online sources) and identify false and misleading information.	Listening, Speaking, and Viewing 67
6.7.10 Deliver narrative (story) presentations that: <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense. 	Writing Workshop: Presenting 185 Writing Workshop: Presenting 563 Talk About Your Reading 730 Unit Wrap-Up: Solo Activity 759 Writing Workshop: Presenting 867
6.7.11 Deliver informative presentations that: <ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	Writing Workshop: Publishing and Presenting 65
6.7.12 Deliver oral responses to literature that: <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text. 	Talk About Your Reading 16, 266, 304, 434, 542, 580, 828



Listening and Speaking: Skills, Strategies, and Applications (continued)	
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<p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none">• provide a clear statement of the position.• include relevant evidence.• offer a logical sequence of information.• engage the listener and try to gain acceptance of the proposition or proposal.	<p>Talk About Your Reading 176, 266 Writing Workshop: Presenting 315, 1033</p>
<p>6.7.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none">• theorize on the causes and effects of each problem.• establish connection between the defined problem and at least one solution.• offer persuasive evidence to support the definition of the problem and the proposed solutions.	<p>Talk About Your Reading 176 Writing Workshop: Presenting 1033</p>