

Teacher Wraparound Edition

Indiana  
Edition

Glencoe

# Exploring Our World

People, Places, and Cultures



Western Hemisphere,  
Europe, and Russia

Boehm Armstrong Hunkins



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# Correlations to Grade 6 Indiana Academic Standards for Social Studies

Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 1 History</b> <i>Students will explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions; trade and cultural interactions; political institutions; and technological developments.</i></p>		
<p><b>Historical Knowledge</b> <i>Early and Classical Civilizations: 1900 B.C. /B.C.E. – 700 A.D. /C.E.</i></p>		
<p><b>6.1.1 Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe and Mesoamerica.</b></p>	<p>188, 209, 210, 215, 225, 295, 296, 297, 303, 311, 313</p>	<p>188, 209, 212, 292, 295, 303, 313</p>
<p><b>6.1.2 Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.</b></p>	<p>84, 85, 209, 297, 303</p>	<p>211</p>
<p><b>6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.</b></p>	<p>296–297, 298, 303, 310, 325</p>	<p>296, 297, 313</p>
<p><i>Medieval Period: 400 A.D. /C.E. – 1500 A.D. /C.E.</i></p>		
<p><b>6.1.4 Describe and explain the development and organization of political, cultural, social, and economic systems in Europe and the Americas.</b></p>	<p>209, 210, 211, 298, 299, 300, 303, 311, 313, 389</p>	<p>209, 210, 292, 298, 300, 303, 311</p>
<p><b>6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.</b></p>	<p>298, 299, 303</p>	<p>298, 299, 303, 313</p>
<p><b>6.1.6 Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe and Mesoamerica.</b></p>	<p>86, 87, 138, 197, 209, 210, 295, 300, 328, 389</p>	<p>138, 197, 209, 328, 389</p>
<p><b>6.1.7 Explain the effects of the Black Death, or bubonic plague, along with economic, environmental, and social factors that led to the decline of medieval society.</b></p>	<p>299, 300, 303</p>	<p>298, 299, 303</p>
<p><b>6.1.8 Compare the diverse perspectives, ideas, interests, and people that brought about the Renaissance in Europe.</b></p>	<p>299, 303, 311, 313</p>	<p>298, 299, 303</p>



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>6.1.9</b> Analyze the interconnections of people, places, and events in the economic, scientific, and cultural exchanges of the European Renaissance that led to the scientific revolution, voyages of discovery, and imperial conquest.	135, 136, 211, 215, 299, 300, 312, 313	211, 300, 303
<i>Early Modern Era: 1500 – 1800</i>		
<b>6.1.10</b> Examine and explain the outcomes of European colonization on the Americas and the rest of the world.	136, 138, 139, 210, 211, 212, 215, 220, 221, 225, 300, 323	211, 215, 220, 221, 300, 323
<b>6.1.11</b> Compare Spanish and Portuguese colonies in Mexico and South America with French and British colonies in North America.	135, 136, 138, 139, 151, 211, 212, 213, 215, 300	138, 139, 211, 213
<b>6.1.12</b> Describe the Reformations and their effects on European and American society.	300–303	300, 303
<b>6.1.13</b> Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment.	136, 212, 301, 303	301, 303
<b>6.1.14</b> Describe the origins, developments, and innovations of the Industrial Revolution and explain the changes it brought about.	136, 137, 301, 302, 303, 322	136, 302, 303
<i>Modern Era: 1700 – Present</i>		
<b>6.1.15</b> Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.	86, 136, 137, 220, 236, 239, 240, 247, 302, 307, 308, 309, 313, 322, 324, 339, 350, 352, 395, 400	86, 89, 96, 136, 151, 236, 244, 247, 302, 324, 357, 395, 400
<b>6.1.16</b> Trace the individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries.	137, 139, 213, 214, 215, 250, 301, 303, 349, 355, 356	137, 141, 212, 213, 214, 215, 297, 335, 345, 356
<b>6.1.17</b> Compare the opportunities and dangers related to the development of a highly technological society.	79, 81, 86, 94, 96, 235, 330, 352	77, 78, 79, 81, 94, 330, 352
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>		
<b>6.1.18</b> Create and compare time lines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.	134, 136–137, 212–213, 294, 300–301, 347, 497	74, 83, 94, 97, 212, 297, 391
<b>6.1.19</b> Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.	16, 17, 86–87	16



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>6.1.20</b> Recognize historical perspectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.	51, 148, 222, 324, 494	51, 80, 148, 163, 164, 166, 167, 324, 345, 346, 347, 416, 494
<b>6.1.21</b> Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs, and chance in history.	165, 172, 211, 212, 219, 220, 243, 244, 245, 250, 281, 297, 299, 300, 326, 342	48, 91, 96, 118, 121, 123, 164, 172, 209, 211, 212, 242, 250, 275, 299, 300, 340, 342, 379, 389, 392, 400, 411
<b>6.1.22</b> Differentiate between fact and interpretation in historical accounts, and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.	222, 324, 381, 494, 495	148, 212, 324, 346, 494, 495
<b>6.1.23</b> Form research questions and use a variety of information resources to obtain, evaluate, and present data on people, cultures, and developments in Europe and the Americas.	167, 215, 245, 347, 417, 491	7, 78, 83, 87, 88, 96, 105, 138, 145, 166, 195, 209, 211, 220, 221, 233, 244, 252, 277, 283, 286, 297, 300, 308, 309, 310, 311, 328, 331, 335, 339, 341, 355, 365, 374, 379, 389, 393, 395, 398, 417
<b>6.1.24</b> Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved.	91, 143, 165, 167, 172, 215, 217, 305, 347, 377, 382, 412	81, 95, 140, 143, 214, 347
<p><b>Standard 2</b>  <b>Civics and Government</b>  <i>Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.</i></p>		
<p><b>Foundations of Government</b></p>		
<b>6.2.1</b> Identify and compare major forms of historical and contemporary governments in Europe and the Americas.	136, 139, 140, 141, 210, 213, 215, 233, 239, 240, 249, 250, 252, 295, 296, 297, 298, 299, 301, 303, 322, 323, 328, 331, 334, 335, 336, 339, 340, 341, 342, 352, 353, 354, 356, 391, 393, 394	86, 139, 212, 233, 240, 250, 271, 295, 298, 301, 322, 323, 352, 389, 391, 393, 394, 417
<b>6.2.2</b> Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.	295, 297, 355	297



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>6.2.3</b> Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy.	140–141, 301, 322, 323	323
<b>6.2.4</b> Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.	299, 300, 303, 390	299, 300, 389, 390
<b>Functions of Government</b>		
<b>6.2.5</b> Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.	137, 140, 141, 145, 240, 298, 301, 313, 392, 415	86, 140, 141, 346, 393, 413, 414, 415
<b>6.2.6</b> Identify the functions of international political organizations in the world today.	171, 302, 303, 342	393
<b>Roles of Citizens</b>		
<b>6.2.7</b> Define and compare citizenship and the citizen’s role in selected countries of Europe and the Americas.	137, 140, 141, 145, 149, 219, 240, 298, 301, 313, 328, 349	137, 140, 141, 249, 323
<p><b>Standard 3</b>  <b>Geography</b>  <i>Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries, and cities of Europe and the Western Hemisphere.</i></p>		
<b>The World in Spatial Terms</b>		
<b>6.3.1</b> Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada, and Brazil.	26, 27, 107, 181, 183, 232, 238–240, 247–252, 261, 264–269, 302, 311, 321–328, 330–337, 339–342, 349–356	2, 47, 107, 149, 221, 225, 235, 248, 296, 308, 335, 412
<b>6.3.2</b> Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth’s surfaces.	17, 24, 30, 38, 39, 261	106, 258, 283, 285
<b>Places and Regions</b>		
<b>6.3.3</b> Describe and compare major physical characteristics of regions in Europe and the Americas.	46, 47, 50, 52, 53, 54, 67, 105, 106, 116–122, 123, 129, 130, 131, 162, 179, 180, 192–196, 197, 203, 204, 259, 260, 274–280, 281, 289, 290, 329, 364, 373, 374, 375	45, 47, 50, 52, 58, 67, 105, 107, 114, 118, 119, 120, 122, 129, 179, 180, 193, 194, 196, 203, 259, 260, 261, 275, 276, 277, 280, 289, 363, 364, 373, 374



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>6.3.4</b> Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.	144–150, 151, 152, 153, 154–155, 218–224, 225, 226, 227, 306–312, 313, 314, 397, 398, 399, 400	85, 88, 120, 146, 147, 150, 151, 220, 221, 224, 225, 307, 308, 310, 311, 312, 313, 397, 398, 399, 400
<b>Physical Systems</b>		
<b>6.3.5</b> Give examples and describe the formation of important river deltas, mountains, and bodies of water in Europe and the Americas.	46, 47, 48, 50, 116, 118, 119, 128, 193, 372, 374	46, 47, 48, 118
<b>6.3.6</b> Explain how ocean currents and winds influence climate differences on Europe and the Americas.	56, 57, 58, 59, 60, 61, 67, 125, 126, 127, 199, 200, 201, 202, 283, 284, 285, 286, 287, 288, 289, 379	56, 58, 61, 126, 199, 201, 283, 285, 287, 379
<b>6.3.7</b> Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.	2–3, 56, 58, 125, 199, 201, 284, 285, 379	2, 3, 56, 59, 60, 67, 126, 129, 193, 199, 201, 202, 203, 283, 284, 285, 286, 287, 288, 379, 382
<b>6.3.8</b> Identify major biomes of Europe and the Americas and explain how these are influenced by climate.	4–5, 60, 61, 66, 126, 199, 200, 285, 288, 376–377	5, 60, 66, 200, 285, 287, 376, 377
<b>Human Systems</b>		
<b>6.3.9</b> Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, satellite images and aerial photography.	6–7, 30, 32, 73, 75, 108, 182, 220, 224, 262, 311, 366, 411	4, 6, 7, 30, 73, 145, 146, 182, 224, 262, 263, 366
<b>6.3.10</b> Explain that cultures change in three ways: cultural diffusion, invention, and innovation.	76, 77–81, 83, 86, 87, 89, 90–91, 136, 137, 138, 139, 145, 149, 197, 211, 219, 220, 295, 296, 297, 298, 299, 300, 301, 303, 307, 323, 331, 340, 343–347, 352, 353, 356	74, 75, 78, 79, 80, 81, 83, 86, 87, 89, 90, 91, 137, 145, 149, 197, 219, 221, 299, 300, 301, 307, 344, 347, 353
<b>6.3.11</b> Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.	76, 83–84	83, 84



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Environment and Society</b>		
<b>6.3.12</b> Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood, and water in countries such as Brazil, Mexico, Canada, Great Britain, and Russia.	93, 109, 121, 122, 160, 161, 162, 183, 195, 196, 209, 241–245, 248, 252, 263, 278, 279, 280, 337, 367, 374, 375	74, 93, 109, 121, 122, 183, 195, 196, 209, 241, 243, 247, 248, 263, 275, 277, 278, 279, 280, 289, 374, 375
<b>6.3.13</b> Explain the impact of humans on the physical environment in Europe and the Americas.	62, 63, 64, 65, 66, 67, 73, 122, 171, 172, 241–245, 248, 279, 280, 281, 289, 333, 380, 381, 382	62, 64, 65, 66, 67, 73, 119, 171, 172, 216, 217, 241, 242, 243, 244, 248, 279, 280, 281, 288, 309, 333, 380, 381
<b>6.3.14</b> Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.	46, 47, 48, 123, 127, 128, 129, 163, 164, 165, 166, 167, 193, 275, 321, 326, 329, 341, 372, 374	46, 47, 48, 123, 127, 128, 129, 163, 164, 165, 166, 167, 193, 275, 341, 374, 379, 399
<b>Standard 4</b> <b>Economics</b>		
<i>Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.</i>		
<b>6.4.1</b> Give examples of how trade related to key developments in the history of Europe and the Americas.	86, 87, 136, 138, 160, 169, 170, 197, 209, 210, 211, 213, 214, 215, 235, 250, 295, 300, 302, 322, 327, 328	91, 136, 138, 169, 170, 197, 209, 211, 214, 251, 300, 302, 328
<b>6.4.2</b> Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.	136, 138, 147, 160, 169, 197, 211, 235, 295, 300, 302, 322, 327, 335, 340	91, 136, 138, 169, 173, 197, 211, 251, 300, 302, 322, 409
<b>6.4.3</b> Explain why international trade requires a system for exchanging currency between various countries.	78–79, 87, 90–91, 96, 303, 347	78, 79, 91
<b>6.4.4</b> Describe how different economic systems (traditional, command, market, mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.	94, 97, 159, 161, 349, 350, 352, 409	94, 96, 327, 337, 349, 350, 409, 417
<b>6.4.5</b> Explain how financial institutions (banks, credit unions, stocks-and-bonds markets) channel funds from savers to borrowers and investors.	79, 159, 250, 332, 337, 417	159, 250, 337
<b>6.4.6</b> Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.	110, 184, 185, 186, 187, 264, 265, 266, 267, 268, 269, 365	110, 185, 186, 187, 266, 268
<b>6.4.7</b> Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.	77–81, 90–91, 169, 215, 235, 240, 252, 410, 420	78, 81, 90, 91, 95, 410



## Focus on Indiana

Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>6.4.8</b> Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.	77, 78, 79, 81, 96, 220, 239, 252, 303, 325, 330, 336, 341, 349, 350, 411, 412, 414	78, 80, 81, 173, 239, 302, 330, 336, 409, 414, 420
<b>6.4.9</b> Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful “spillovers” or harmful “spillovers” to people inside a country who are not directly involved in the consumption or production of a product.	79, 170, 213, 250, 325, 330	159, 160
<b>6.4.10</b> Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.	79, 159, 162, 240, 250, 335	159, 250





## Correlations to the Grade 6 Indiana Academic Standards for Social Studies by Chapter

Unit	Chapter	Indiana Academic Standards
Unit 1	Chapter 1 pp. 12–41	6.1.19, 6.3.1, 6.3.2, 6.3.9
	Chapter 2 pp. 42–69	6.1.20, 6.3.3, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.13, 6.3.14
	Chapter 3 pp. 70–99	6.1.2, 6.1.6, 6.1.15, 6.1.17, 6.1.24, 6.3.9, 6.3.10, 6.3.11, 6.3.12, 6.3.13, 6.4.1, 6.4.3, 6.4.4, 6.4.5, 6.4.7, 6.4.8, 6.4.9, 6.4.10
Unit 2	Chapter 4 pp. 114–131	6.3.3, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.12, 6.3.13, 6.3.14
	Chapter 5 pp. 132–153	6.1.6, 6.1.9, 6.1.10, 6.1.11, 6.1.13, 6.1.14, 6.1.15, 6.1.16, 6.1.18, 6.1.20, 6.1.24, 6.2.1, 6.2.5, 6.2.7, 6.3.4, 6.3.10, 6.4.1, 6.4.2
	Chapter 6 pp. 156–175	6.1.21, 6.1.23, 6.1.24, 6.2.6, 6.3.3, 6.3.12, 6.3.13, 6.3.14, 6.4.1, 6.4.2, 6.4.4, 6.4.5, 6.4.7, 6.4.9, 6.4.10
Unit 3	Chapter 7 pp. 190–205	6.1.6, 6.3.3, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.10, 6.3.12, 6.3.14, 6.4.1, 6.4.2
	Chapter 8 pp. 206–227	6.1.1, 6.1.2, 6.1.4, 6.1.6, 6.1.9, 6.1.10, 6.1.11, 6.1.13, 6.1.15, 6.1.16, 6.1.18, 6.1.20, 6.1.21, 6.1.22, 6.1.23, 6.1.24, 6.2.1, 6.2.7, 6.3.4, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.7, 6.4.8, 6.4.9
	Chapter 9 pp. 230–255	6.1.15, 6.1.16, 6.1.17, 6.1.21, 6.1.23, 6.2.1, 6.2.5, 6.2.7, 6.3.1, 6.3.12, 6.3.13, 6.4.1, 6.4.2, 6.4.5, 6.4.7, 6.4.8, 6.4.9, 6.4.10



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Unit	Chapter	Indiana Academic Standards
<b>Unit 4</b>	Chapter 10 pp. 272–291	6.1.21, 6.3.3, 6.3.6, 6.3.7, 6.3.8, 6.3.12, 6.3.13, 6.3.14
	Chapter 11 pp. 292–315	6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.1.10, 6.1.11, 6.1.12, 6.1.13, 6.1.14, 6.1.15, 6.1.16, 6.1.18, 6.1.21, 6.1.24, 6.2.1, 6.2.2, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.3.1, 6.3.4, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.8
	Chapter 12 pp. 318–359	6.1.6, 6.1.10, 6.1.14, 6.1.15, 6.1.16, 6.1.17, 6.1.18, 6.1.20, 6.1.21, 6.1.22, 6.1.23, 6.1.24, 6.2.1, 6.2.2, 6.2.3, 6.2.6, 6.2.7, 6.3.1, 6.3.3, 6.3.10, 6.3.12, 6.3.13, 6.3.14, 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.5, 6.4.8, 6.4.9, 6.4.10
<b>Unit 5</b>	Chapter 13 pp. 370–385	6.1.22, 6.1.24, 6.3.3, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.12, 6.3.13, 6.3.14
	Chapter 14 pp. 386–403	6.1.4, 6.1.6, 6.1.15, 6.2.1, 6.2.4, 6.2.5, 6.3.4
	Chapter 15 pp. 406–425	6.1.23, 6.1.24, 6.2.5, 6.3.9, 6.4.4, 6.4.5, 6.4.7, 6.4.8



# Correlations to the Indiana Core Standards for Grade 6 Social Studies

Core Standards for Grade 6 Social Studies	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Core Standard 1A</b>		
<i>History: Early Civilizations and Societies in Europe and the Americas</i>		
Describe the cultural achievements, governing systems, religious beliefs, influences, and interactions of different ancient civilizations (including those in Europe and Mesoamerica, and the Eastern Roman Empire). <b>[Standards Indicators: 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.18, 6.2.1]</b>	86, 89, 135, 188, 209, 210, 215, 295, 296, 297	86, 209, 210, 295, 296, 297, 303
<b>Core Standard 1B</b>		
<i>History: Medieval History and the Renaissance</i>		
Describe medieval society and culture. Describe the ideas, people, places, events, and cultural exchanges that were part of society during the European Renaissance. <b>[Standards Indicators: 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.1.18, 6.4.1]</b>	298, 299, 300, 311, 312, 389, 390	298, 299, 303, 313, 389
<b>Core Standard 1C</b>		
<i>History: Exploration, Colonization, and Post-Colonialism</i>		
Explain the outcomes of European colonization on the Americas and the rest of the world, including the impact of the Age of Enlightenment on political ideals associated with democratic revolutions and the development of ideologies associated with industrialization. <b>[Standards Indicators: 6.1.10, 6.1.11, 6.1.12, 6.1.13, 6.1.14, 6.1.18, 6.2.4, 6.4.1, 6.4.2]</b>	87, 135, 136, 138, 139, 140, 141, 197, 210, 211, 212, 215, 300, 301, 390, 391	136, 138, 139, 140, 141, 197, 211, 212, 300, 301, 313, 391
<b>Core Standard 1D</b>		
<i>History: Europe and the Americas in the Modern Era</i>		
Describe the impact of industrialization and urbanization and trade and cultural exchange on individuals, beliefs, and events during the nineteenth and twentieth centuries. Explain the consequences of technology on individuals, societies, and cultures in Europe and the Americas. <b>[Standards Indicators: 6.1.14, 6.1.15, 6.1.16, 6.1.17, 6.1.18]</b>	136, 137, 139, 141, 145, 146, 147, 148, 149, 150, 213, 214, 215, 219, 220, 224, 241–245, 279, 280, 281, 302, 303, 304–305, 334, 335, 336, 344, 345, 395, 400	136, 137, 145, 146, 147, 148, 149, 150, 213, 214, 219, 220, 224, 225, 231, 241, 244, 245, 279, 280, 281, 302, 303, 304, 305, 344, 395
<b>Core Standard 2A</b>		
<i>Civics and Government: Foundations of Government in Europe and the Americas</i>		
Compare forms of government in Europe and the Americas throughout history (including nation-states and the Greek and Roman forms of democracy) and explain their elements. <b>[Standards Indicators: 6.1.4, 6.1.5, 6.1.13, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5]</b>	136, 139, 140, 141, 210, 212, 213, 215, 233, 236, 239, 249, 250, 252, 271, 295, 296, 297, 298, 299, 303, 322, 323, 328, 331, 334, 335, 336, 339, 340, 341, 342, 349, 352, 353, 354, 356, 368, 390, 391, 409, 414, 415, 419, 422	139, 140, 141, 151, 212, 213, 295, 297, 298, 301, 322, 323, 394, 415, 419



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Core Standards for Grade 6 Social Studies	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Core Standard 2B</b> <i>Civics and Government: The Functions of Government in Europe and the Americas</i>		
Describe the relationship between citizens and the government in countries of Europe and the Americas and compare the roles of citizens in these countries. Identify world political organizations and explain their functions in a global society. <b>[Standards Indicators: 6.1.1, 6.1.4, 6.1.16, 6.1.24, 6.2.5, 6.2.6, 6.2.7]</b>	137, 140, 141, 145, 295, 296, 301, 302, 303, 322, 323, 342, 347, 393, 398, 413, 414, 415, 416, 417, 422	137, 148, 249, 302, 398, 413, 414, 415
<b>Core Standard 3A</b> <i>Geography: Physical and Spatial</i>		
Identify countries, major cities, bodies of water and mountains of Europe and the Americas in order to compare physical characteristics of countries. Compare climate regions, and biomes, and the distribution of natural resources. <b>[Standards Indicators: 6.3.1, 6.3.2, 6.3.4, 6.3.6, 6.3.7, 6.3.8, 6.3.9]</b>	2–3, 50, 52, 53, 58, 59, 60, 61, 106, 107, 116–120, 121–122, 124–128, 180, 181, 183, 193–196, 198–202, 251, 260, 261, 263, 274–280, 282–288, 321, 326, 327, 354, 364, 373, 374, 375, 379, 380, 389, 400, 417	2, 3, 6, 7, 9, 26, 103, 105, 107, 118, 119, 120, 122, 126, 127, 129, 177, 179, 180, 182, 183, 193, 195, 196, 199, 202, 203, 235, 238, 247, 251, 252, 257, 259, 260, 261, 263, 275, 276, 277, 278, 280, 283, 284, 285, 286, 287, 288, 289, 296, 308, 321, 334, 335, 341, 363, 364, 365, 373, 374, 375, 379, 382
<b>Core Standard 3B</b> <i>Geography: Humans and Society</i>		
Identify population distributions using a variety of graphic representations. Explain how cultures change, and describe the impact of humans on the physical environment. <b>[Standards Indicators: 6.1.7, 6.1.14, 6.1.15, 6.1.23, 6.3.5, 6.3.10, 6.3.11, 6.3.14]</b>	6–7, 32, 72–76, 82–89, 108, 145–147, 149–150, 171, 172, 182, 216–217, 218–224, 234, 236, 241–243, 245, 247, 248, 252, 262, 279, 280, 281, 299, 300, 306–312, 325, 326, 332, 333, 341, 343–347, 351, 356, 366, 376–377, 380, 381, 382, 394, 397–400, 410, 498	4, 6, 7, 9, 73, 74, 83, 84, 85, 86, 87, 88, 89, 104, 146, 147, 149, 150, 151, 171, 172, 177, 178, 182, 217, 220, 221, 223, 224, 233, 236, 238, 241, 242, 243, 245, 248, 251, 258, 262, 263, 267, 278, 279, 281, 298, 299, 300, 301, 308, 311, 313, 344, 346, 351, 355, 362, 366, 377, 380, 397, 398, 400, 498
<b>Core Standard 4</b> <i>Economics: Systems</i>		
Compare different economic systems in Europe and the Americas. Explain how trade has affected the history and development of these areas, compare the standards of living in these areas, and describe the exchange of currency among trading nations. <b>[Standards Indicators: 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.6, 6.4.7, 6.4.8]</b>	94, 95, 96, 136, 137, 159–162, 169–170, 211, 213, 214, 215, 234, 235, 236, 239, 240, 247, 250, 252, 298, 300, 302, 303, 309, 310, 322, 325, 327, 328, 330, 332, 334, 335, 336, 337, 341, 342, 349, 350, 352, 355, 356, 392, 393, 394, 400, 409, 411, 414, 420, 421, 422	95, 96, 136, 159, 162, 169, 170, 172, 185, 186, 214, 217, 275, 322, 327, 330, 333, 337, 349, 350, 354, 392, 410, 411, 414, 420, 421, 422, 423



# Correlations to Grade 6 Indiana Academic Standards for English/Language Arts

ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Standard 1</b> <b>READING: Word Recognition, Fluency, and Vocabulary Development</b> <i>Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>		
<b>Decoding and Word Recognition</b>		
<b>6.1.1</b> Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	12–13, 14–38, 45–66, 72–96, 114–115, 116–128, 132–133, 134–150, 190–191, 192–202, 206–207, 208–224, 230–231, 232–252, 274–288, 292–293, 294–312, 320–356, 372–382, 388–400, 406–407, 408–422	53, 197, 223, 280, 300
<b>Vocabulary and Concept Development</b>		
<b>6.1.2</b> Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.		321
<b>6.1.4</b> Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	14, 34, 49, 55, 68, 72, 82, 92, 98, 116, 124, 130, 144, 152, 168, 174, 192, 199, 208, 218, 237, 246, 254, 274, 282, 306, 314, 321, 329, 338, 358, 378, 384, 388, 396, 402, 408, 424	46, 239, 301, 307, 310, 340, 392
<b>Standard 2</b> <b>READING: Comprehension and Analysis of Nonfiction and Informational Text</b> <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.</i>		
<b>Structural Features of Informational and Technical Materials</b>		
<b>6.2.1</b> Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	77–81, 163–167, 241–245, 343–347, 413–417	79, 165, 242
<b>6.2.2</b> Analyze text that uses a compare-and-contrast organizational pattern.	17, 23, 27, 31, 38, 54, 96, 122, 128, 141, 162, 215, 240, 255, 288, 324, 342, 350, 356, 368–369, 375, 385, 493	2, 9, 22, 54, 83, 84, 94, 109, 111, 139, 151, 154, 170, 185, 196, 202, 261, 265, 267, 281, 287, 316, 349, 364, 368, 369, 374, 381, 391, 395, 401, 405, 414, 419, 495



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b>		
<b>6.2.3</b> Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	17, 48, 54, 61, 76, 89, 96, 122, 141, 150, 162, 172, 196, 202, 215, 224, 236, 240, 252, 280, 303, 312, 328, 337, 342, 356, 375, 382, 394, 400, 412, 422	10, 11, 51, 52, 64, 67, 76, 113, 234, 247
<b>6.2.4</b> Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	14, 34, 44, 48, 54, 63, 72, 76, 82, 92, 116, 122, 128, 134, 139, 150, 161, 168, 192, 199, 201, 208, 218, 232, 237, 246, 274, 282, 306, 321, 329, 338, 348, 369, 377, 388, 391, 418	11, 23, 36, 45, 48, 59, 74, 76, 95, 113, 135, 150, 159, 188, 189, 200, 213, 215, 222, 253, 281, 288, 298, 302, 312, 323, 341, 344, 374, 375, 389, 394, 400, 409, 416, 422
<b>Expository (Informational) Critique</b>		
<b>6.2.6</b> Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	90–91, 142–143, 216–217, 304–305, 376–377	91, 143, 217, 305, 377
<b>6.2.7</b> Make reasonable statements and conclusions about a text, supporting them with evidence from the text.	17, 48, 61, 90–91, 142–143, 175, 216–217, 240, 304–305, 312, 376–377	8, 24, 79, 94, 111, 117, 121, 125, 147, 164, 181, 183, 184, 200, 263, 268, 279, 281, 295, 302, 330, 332, 336, 349, 353, 392, 395, 436, 440, 441, 450, 451, 453, 455, 464, 484, 498
<b>6.2.8</b> Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.	90–91, 142–143, 216–217, 304–305, 376–377, 381	91, 143, 217, 305, 377
<b>6.2.9</b> Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).	90–91, 142–143, 216–217, 304–305, 376–377	91, 143, 217, 305, 377
<b>Standard 3</b> <b>READING: Comprehension and Analysis of Literary Text</b> <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.</i>		
<b>Structural Features of Literature</b>		
<b>6.3.1</b> Identify different types (genres) of fiction and describe the major characteristics of each form.	51, 148, 222, 324, 381	65, 395
<b>Analysis of Grade-Level-Appropriate Literary Text</b>		
<b>6.3.2</b> Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.		398
<b>6.3.3</b> Analyze the influence of the setting on the problem and its resolution.	51, 324	120, 324
<b>6.3.6</b> Identify and analyze features of themes conveyed through characters, actions, and images.		65
<b>6.3.7</b> Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.	51, 148, 222, 324, 381	51, 321



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 4</b>  <b>WRITING: Processes and Features</b>  <i>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>		
<p><b>Organization and Focus</b></p>		
<p><b>6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</b></p>	<p>17, 38, 48, 54, 61, 69, 76, 81, 89, 96, 122, 128, 131, 141, 153, 162, 167, 172, 189, 196, 202, 222, 227, 236, 240, 252, 255, 280, 291, 303, 312, 328, 337, 342, 356, 375, 381, 382, 394, 400, 403, 412, 417, 422</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>
<p><b>6.4.2 Choose the form of writing that best suits the intended purpose.</b></p>	<p>17, 38, 48, 54, 61, 66, 69, 76, 81, 89, 96, 122, 128, 131, 141, 148, 150, 167, 172, 189, 215, 222, 240, 255, 280, 291, 303, 312, 337, 347, 356, 375, 381, 394, 400, 403, 412, 417, 422</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>
<p><b>6.4.3 Write informational pieces of several paragraphs that:</b></p> <ul style="list-style-type: none"> <li>engage the interest of the reader.</li> <li>state a clear purpose.</li> <li>develop the topic with supporting details and precise language.</li> <li>conclude with a detailed summary linked to the purpose of the composition.</li> </ul>	<p>81, 167, 245, 347, 417</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>
<p><b>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.</b></p>	<p>17, 38, 41, 51, 54, 61, 69, 76, 81, 89, 96, 122, 128, 131, 141, 148, 150, 153, 162, 167, 172, 175, 189, 196, 202, 215, 222, 224, 236, 240, 245, 255, 280, 291, 303, 312, 328, 337, 342, 347, 356, 359, 375, 382, 385, 394, 400, 412, 417, 422, 425</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Research Process and Technology</b>		
<b>6.4.5</b> Use note-taking skills when completing research for writing.	81, 167, 245, 347, 417	4, 6, 7, 8, 16, 30, 32, 58, 78, 88, 94, 96, 105, 135, 137, 145, 166, 195, 221, 240, 252, 267, 277, 286, 297, 310, 311, 365, 391, 398
<b>6.4.6</b> Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	81, 167, 245, 347, 417	6, 58, 94, 137, 145, 221, 240, 277, 310, 398
<b>6.4.7</b> 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.	81, 167, 245, 347, 417	6, 58, 94, 137, 145, 221, 240, 277, 310, 398
<b>Evaluation and Revision</b>		
<b>6.4.8</b> Review, evaluate, and revise writing for meaning and clarity.	17, 38, 41, 51, 54, 61, 69, 76, 81, 96, 99, 122, 128, 131, 148, 150, 162, 167, 172, 189, 196, 202, 215, 227, 236, 240, 252, 255, 280, 288, 291, 303, 328, 337, 342, 356, 359, 375, 382, 385, 394, 403, 412, 417, 422	11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473
<b>6.4.9</b> 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.	17, 38, 48, 51, 54, 66, 69, 76, 89, 96, 99, 122, 128, 131, 141, 148, 150, 162, 167, 175, 189, 196, 202, 215, 224, 236, 240, 252, 280, 291, 303, 312, 328, 337, 342, 356, 359, 375, 381, 385, 394, 400, 412, 417, 422	11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473
<b>6.4.10</b> Revise writing to improve the organization and consistency of ideas within and between paragraphs.	17, 38, 41, 48, 51, 54, 61, 66, 69, 76, 81, 96, 99, 122, 131, 141, 153, 162, 167, 175, 189, 196, 202, 215, 222, 227, 236, 245, 252, 280, 291, 303, 312, 328, 337, 342, 356, 375, 381, 394, 400, 403, 412, 417, 422	11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473





ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 5</b>  <b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>  <i>At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>		
<p><b>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4—Writing Processes and Features to:</b></p>		
<p><b>6.5.1 Write narratives that:</b></p> <ul style="list-style-type: none"> <li>establish and develop a plot and setting and present a point of view that is appropriate to the stories.</li> <li>include sensory details and clear language to develop plot and character.</li> <li>use a range of narrative devices, such as dialogue or suspense.</li> </ul>	89, 128, 222	53, 75, 76, 85, 89, 161, 170, 171, 197, 234, 280, 300, 326, 328
<p><b>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</b></p> <ul style="list-style-type: none"> <li>state the thesis (position on the topic) or purpose.</li> <li>explain the situation.</li> <li>organize the composition clearly.</li> <li>offer evidence to support arguments and conclusions.</li> </ul>	17, 38, 41, 48, 51, 54, 61, 69, 76, 96, 98, 131, 141, 143, 153, 162, 172, 175, 196, 202, 205, 215, 224, 227, 240, 252, 255, 280, 288, 291, 303, 312, 315, 324, 328, 342, 356, 359, 375, 382, 385, 400, 403, 422	16, 80, 87, 88, 97, 111, 119, 127, 140, 146, 165, 200, 233, 243, 251, 276, 331, 339, 380, 419
<p><b>6.5.4 Write responses to literature that:</b></p> <ul style="list-style-type: none"> <li>develop an interpretation that shows careful reading, understanding, and insight.</li> <li>organize the interpretation around several clear ideas.</li> <li>support statements with evidence from the text.</li> </ul>		65, 321, 398
<p><b>6.5.5 Write persuasive compositions that:</b></p> <ul style="list-style-type: none"> <li>state a clear position on a proposition or proposal.</li> <li>support the position with organized and relevant evidence and effective emotional appeals.</li> <li>anticipate and address reader concerns and counterarguments.</li> </ul>	66, 81, 140, 147, 167, 236, 245, 337, 347, 381, 412, 417	64, 95, 101, 140, 147, 195, 209, 214, 220, 243, 307, 390, 420
<p><b>6.5.6 Use varied word choices to make writing interesting.</b></p>	17, 38, 41, 51, 54, 61, 66, 69, 76, 81, 89, 99, 122, 128, 131, 141, 148, 150, 153, 167, 172, 175, 189, 202, 215, 222, 236, 240, 245, 255, 280, 291, 303, 312, 328, 337, 342, 356, 375, 381, 385, 394, 400, 412, 422, 425	16, 36, 80, 88, 111, 119, 127, 146, 200, 233, 251, 276, 339, 380
<p><b>6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.</b></p>	17, 38, 48, 51, 54, 61, 69, 76, 81, 89, 99, 122, 128, 131, 148, 150, 153, 162, 172, 175, 189, 196, 205, 215, 222, 227, 236, 240, 245, 252, 280, 288, 291, 312, 328, 337, 342, 347, 356, 359, 375, 381, 382, 385, 394, 400, 403, 412, 417, 422, 425	11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>6.5.8</b> Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>17, 48, 54, 76, 122, 128, 139, 147, 150, 161, 162, 201, 224, 232, 288, 303, 328, 348, 377, 382, 391, 394</p>	<p>11, 23, 36, 45, 48, 59, 74, 76, 95, 113, 135, 145, 150, 159, 188, 189, 200, 213, 215, 222, 253, 281, 285, 288, 298, 302, 312, 323, 341, 344, 374, 375, 380, 389, 394, 400, 409, 416, 422, 473</p>
<p><b>Research Application</b></p>		
<p><b>6.5.3</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.</li> <li>demonstrates that information that has been gathered has been summarized.</li> <li>demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul>		<p>233, 266, 268, 276, 283, 295, 365, 393</p>
<p><b>Standard 6</b>  <b>WRITING: English Language Conventions</b>  <i>Students write using Standard English conventions appropriate to this grade level.</i></p>		
<p><b>Sentence Structure</b></p>		
<p><b>6.6.1</b> 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>	<p>17, 38, 41, 48, 51, 54, 61, 66, 69, 81, 89, 96, 99, 122, 128, 131, 141, 148, 153, 162, 167, 172, 189, 196, 202, 205, 222, 224, 236, 240, 245, 252, 255, 280, 288, 291, 303, 328, 337, 342, 356, 359, 375, 381, 385, 394, 400, 403, 417, 422, 425</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>
<p><b>6.6.6</b> Identify and correctly use prepositional phrases (<i>for school or In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p>	<p>17, 38, 41, 48, 51, 54, 61, 66, 69, 76, 81, 89, 96, 99, 122, 128, 131, 141, 148, 150, 153, 162, 167, 172, 175, 189, 196, 202, 205, 215, 222, 224, 227, 236, 240, 245, 252, 255, 280, 288, 291, 303, 312, 315, 324, 328, 337, 342, 347, 356, 359, 375, 381, 382, 385, 394, 400, 403, 412, 417, 422, 425</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Grammar</b>		
<p><b>6.6.2</b> Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, 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>	<p>17, 38, 41, 48, 51, 54, 61, 66, 69, 76, 81, 89, 96, 99, 122, 128, 131, 141, 148, 150, 153, 162, 167, 172, 175, 189, 196, 202, 205, 215, 222, 224, 227, 236, 240, 245, 252, 255, 280, 288, 291, 303, 312, 315, 324, 328, 337, 342, 347, 356, 359, 375, 381, 382, 385, 394, 400, 403, 412, 417, 422, 425</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>
<b>Capitalization</b>		
<p><b>6.6.4</b> Use correct capitalization.</p>	<p>38, 41, 48, 54, 61, 66, 69, 76, 81, 89, 96, 122, 128, 131, 148, 150, 153, 162, 175, 189, 196, 205, 215, 227, 236, 240, 255, 280, 288, 303, 312, 328, 337, 342, 347, 356, 359, 375, 381, 382, 385, 400, 403, 412, 425</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>
<b>Spelling</b>		
<p><b>6.6.5</b> Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).</p>	<p>17, 41, 48, 51, 54, 66, 69, 76, 81, 89, 96, 122, 128, 131, 148, 150, 153, 167, 172, 189, 196, 202, 205, 222, 224, 227, 240, 245, 252, 280, 288, 291, 303, 312, 328, 337, 342, 347, 356, 359, 375, 381, 382, 385, 394, 400, 403, 412, 417, 422, 425</p>	<p>11, 16, 23, 36, 45, 48, 53, 59, 64, 65, 74, 75, 76, 80, 85, 87, 88, 89, 95, 97, 101, 111, 113, 119, 127, 135, 140, 145, 146, 147, 150, 159, 161, 165, 170, 171, 188, 189, 195, 197, 200, 209, 213, 214, 215, 220, 222, 233, 234, 243, 251, 253, 266, 268, 276, 280, 281, 283, 285, 288, 295, 298, 300, 302, 307, 312, 321, 323, 326, 328, 331, 339, 341, 344, 365, 374, 375, 380, 389, 390, 393, 394, 398, 400, 409, 416, 419, 420, 422, 473</p>
<p><b>Standard 7</b>  <b>LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>  <i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>		
<b>Comprehension</b>		
<p><b>6.7.2</b> Identify the tone, mood, and emotion conveyed in the oral communication.</p>	<p>81, 167, 245, 347, 417</p>	<p>118, 127, 210, 229, 265, 303, 311, 335, 374</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>6.7.3</b> Restate and carry out multiple-step oral instructions and directions.	14, 34, 44, 49, 55, 63, 72, 82, 92, 116, 124, 134, 144, 168, 192, 199, 208, 218, 232, 237, 246, 274, 282, 321, 329, 348, 372, 378, 388, 396, 408, 418	45, 52, 56, 65, 67, 74, 83, 94, 97, 125, 129, 135, 146, 151, 159, 170, 173, 193, 200, 203, 211, 220, 225, 233, 238, 250, 253, 277, 284, 289, 298, 311, 313, 322, 330, 341, 351, 357, 374, 379, 383, 389, 399, 401, 409, 420, 423
<b>6.7.15</b> Ask questions that seek information not already discussed.	81, 167, 245, 347, 417	19
<b>Organization and Delivery of Oral Communication</b>		
<b>6.7.4</b> Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	81, 167, 245, 347, 417	19, 33, 65, 83, 87, 278
<b>6.7.5</b> Emphasize important points to assist the listener in following the main ideas and concepts.	81, 167, 245, 347, 417	11
<b>6.7.6</b> Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	81, 167, 245, 347, 417	135, 146, 166, 283, 295, 308
<b>6.7.7</b> Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	81, 167, 245, 347, 417	52, 197, 223, 280, 300
<b>Analysis and Evaluation of Oral and Media Communications</b>		
<b>6.7.9</b> Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.	66, 81, 140, 147, 167, 236, 245, 337, 347, 381, 412, 417	345, 346, 489
<b>6.7.16</b> Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.	90–91, 142–143, 216–217, 304–305, 376–377	345, 346, 489
<b>Speaking Applications</b>		
<b>6.7.10</b> Deliver narrative presentations that: <ul style="list-style-type: none"> <li>establish a context, plot, and point of view.</li> <li>include sensory details and specific language to develop the plot and character.</li> <li>use a range of narrative (story) devices, including dialogue, tension, or suspense.</li> </ul>		53, 197, 223, 280, 300
<b>6.7.17</b> Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.		118, 127, 210, 229, 265, 303, 311, 335, 374
<b>6.7.11</b> Deliver informative presentations that: <ul style="list-style-type: none"> <li>pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</li> <li>develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.</li> </ul>		19, 59, 83, 97, 111, 121, 135, 165, 166, 203, 266, 283, 284, 308, 474



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<p><b>6.7.12 Deliver oral responses to literature that:</b></p> <ul style="list-style-type: none"> <li>• develop an interpretation that shows careful reading, understanding, and insight.</li> <li>• organize the presentation around several clear ideas, premises, or images.</li> <li>• develop and justify the interpretation through the use of examples from the text.</li> </ul>		120, 123
<p><b>6.7.13 Deliver persuasive presentations that:</b></p> <ul style="list-style-type: none"> <li>• provide a clear statement of the position.</li> <li>• include relevant evidence.</li> <li>• offer a logical sequence of information.</li> <li>• engage the listener and try to gain acceptance of the proposition or proposal.</li> </ul>		95, 377, 416
<p><b>6.7.14 Deliver presentations on problems and solutions that:</b></p> <ul style="list-style-type: none"> <li>• theorize on the causes and effects of each problem.</li> <li>• establish connections between the defined problem and at least one solution.</li> <li>• offer persuasive evidence to support the definition of the problem and the proposed solutions.</li> </ul>		243, 253, 278, 300, 326