

**STANDARDS MAP – Basic Programs 1 and 2  
 English–Language Arts Content Standards  
 Grade Six**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>DOMAIN</b>		<b>READING</b>					
<b>STRAND</b>		<b>1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT</b>					
<b>SUBSTRAND</b>		<b>Word Recognition</b>					
6	1.1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<b>Listening and Speaking: Dramatic Reading, 599</b>  <b>Listening and Speaking: Dramatic Reading, 931</b>  <b>Oral response to literature, 1002</b>	<b>Preparing and delivering problem-solution proposal, 538</b>  <b>Preparing and delivering persuasive speech, 680</b>			
<b>SUBSTRAND</b>		<b>Vocabulary and Concept Development</b>					
6	1.2	Identify and interpret figurative language and words with multiple meanings.	<b>Vocabulary Workshop: Words with Multiple Meanings, 536–537</b>  <b>Literary Analysis: Figurative Language, 585</b>	<b>Comparing Authors' Styles: Figurative Language, 516</b>  <b>Elements of poetry: figurative language, 552</b>  <b>After you read: literary analysis: figurative language, 591</b>  <b>After you read: literary analysis: figurative language, 597</b>			
6	1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	<b>Vocabulary Workshop: Word Origins, 364–365</b>  <b>Vocabulary Workshop: Borrowed and Foreign Words, 810–811</b>	<b>Word choice (Scottish words), 16</b>			
6	1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	<b>Reading Skill: Context Clues, 561</b>  <b>Reading Skill: Context Clues, 585</b>	<b>After you read: reading skill: context clues, 569</b>  <b>After you read: reading skill: context clues, 591</b>			

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			<b>Test Practice Reading: Context Clues, 600–601</b>  <b>Using context clues to understand idioms, 1000–1001</b>	<b>After you read: reading skill: context clues, 597</b>  <b>After you read: 569, 581</b>			
6	1.5	Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i> ).	<b>Vocabulary Workshop: Connotation and Denotation, 678–679</b>	<b>Vocabulary Workshop: Dictionary and Thesaurus, 164–165</b>			
<b>STRAND</b>		<b>2.0 READING COMPREHENSION (Focus on Informational Materials)</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Informational Materials</b>					
6	2.1	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	<b>Informational Texts, 66–71, 244–249, 512–515, 782–786;</b>  <b>Comparing Informational Texts, 71, 249</b>	<b>Informational Texts (brochure and atlas entry), 134–138;</b>  <b>Informational Texts (article), 334–338</b>			
6	2.2	Analyze text that uses the compare–and–contrast organizational pattern.	<b>Analyze Compare–and–Contrast Organization, 334–338, 339–341;</b>  <b>Test Practice: Compare and Contrast, 780</b>	<b>Elements of nonfiction: Compare–and–Contrast Organization, 380</b>  <b>Student model: comparison paper, 674</b>  <b>Gary Soto: on revising a comparison, 671</b>			
<b>SUBSTRAND</b>		<b>Comprehension and Analysis of Grade–Level–Appropriate Text</b>					
6	2.3	Connect and clarify main ideas by identifying their relationships to other sources and related topics.	<b>Reading Skill: Main Idea, 469, 489;</b>  <b>Test Practice: Reading: Main Idea, 510;</b>  <b>Reading Skill: Connect and Clarify Main Ideas, 958–961</b>	<b>After you read: Main idea, 477, 485, 495, 507</b>  <b>Informational Texts: Reading Skill: Create Outlines, 878, 883</b>			
6	2.4	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	<b>Fact–checking chart, 111;</b>	<b>Venn Diagram, 72;</b>  <b>Chart, 85</b>			

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			<b>Writing, 188;</b>  <b>Informational Texts:</b> <b>Reading Skill: Create Outlines, 878–883;</b>  <b>Drafting Strategies: Use an outline to organize information, 990</b>	<b>Research and Technology:</b> <b>Comparison and Contrast Chart, 241;</b>  <b>Comparing Character Motives, 263;</b>  <b>Conclusions Chart, 301</b>			
6	2.5	Follow multiple–step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	<b>Informational Texts:</b> <b>Reading Skill: Multiple–Step Instructions, 602–607;</b>  <b>Prepare Applications, 656–659;</b>	<b>Informational Reading skills, 684–685</b>			
<b>SUBSTRAND</b>		<b>Expository Critique</b>					
6	2.6	Determine the adequacy and appropriateness of the evidence for an author’s conclusions.	<b>Fact–checking chart, 111;</b>  <b>Reading Skill: Evaluate Author’s Conclusions, 438–443;</b>  <b>Informational Texts:</b> <b>Reading Skill: Evaluate Evidence, 782–787;</b>	<b>After You Read: Fact and opinion, 101; 107;</b>  <b>Communications Workshop: Evaluating a persuasive message, 366;</b>  <b>Reading Skill: Recognize Propaganda, 512–515;</b>			
6	2.7	Make reasonable assertions about a text through accurate, supporting citations.	<b>Informational Texts:</b> <b>Reading Skill: Make and Support Assertions, 134–139;</b>  <b>Reading Skill: Draw Conclusions, 271;</b>  <b>Timed Writing: Write a Response, 443;</b>	<b>Informational Reading Skills 170–171</b>  <b>Response to Literature Writing Workshop, 738–743</b>  <b>Response to Literature Writing Workshop, 264–269</b>			
6	2.8	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	<b>Communications Workshop: Evaluating a Persuasive Message,</b>	<b>Reading Skill: Fact and opinion, 93, 111;</b>			

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			366;  Reading Skill: Recognize Propaganda, 512–515	After you read: fact and opinion, 101, 107, 121  Informational Reading Skills; 542–543			
<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Literature</b>					
6	3.1	Identify the forms of fiction and describe the major characteristics of each form.	Learning about Fiction and Nonfiction, 4–6;  Elements of short stories, 180–181;  Folk literature, 824–827;  Literary Analysis: fables, 839;  Literary Analysis: Myths, 857	What is a short story?, 178;  Narration—short story (writing workshop), 354;  Elements of drama, 694;  Comparing elements of fantasy, 884;  Writing to compare elements of fantasy, 905			
<b>SUBSTRAND</b>		<b>Narrative Analysis of Grade–Level–Appropriate Text</b>					
6	3.2	Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	Plot and characters (elements of short stories), 180;  Character traits of the wolf, 182;  Literary Analysis: Characterization 189;  Comparing Character’s Motives, 250;	Characterization (after you read), 203, 215;  Comparing character motives (after you read with graphic organizer), 263			
6	3.3	Analyze the influence of setting on the problem and its resolution.	Literary Analysis: Setting, 301;  Setting (after you read with graphic organizer), 315, 329;  Comparing Setting and	Setting (definition of in list of elements of short stories), 181  Short story review—setting chart, 187			

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			<b>Theme, 342</b>				
6	3.4	Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	<b>What is poetry (tone, rhyme, free verse, meter), 550;</b>  <b>Elements of poetry, 552;</b>  <b>Literary Analysis: Rhythm and Rhyme, 561;</b>  <b>Literary Analysis: Figurative Language, 585;</b>  <b>Comparing Imagery, 608;</b>  <b>Literary Analysis: Sound Devices, 637</b>	<b>Rhythm and rhyme (after you read), 569, 581;</b>  <b>Literary Analysis figurative language (after you read), 591, 597;</b>  <b>Comparing sensory language, 660;</b>  <b>Writing to compare sensory language, 667</b>			
6	3.5	Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	<b>Literary Analysis: Narrator and Point of View, 43;</b>  <b>Autobiographical Essay, 395;</b>  <b>Comparing biography and autobiography, 444</b>	<b>Author's perspective (point of view), 93;</b>  <b>After You Read, 51, 61</b>  <b>Author's perspective (after you read), 101, 107;</b>  <b>Autobiographical essay (after you read with graphic organizer), 403, 415</b>  <b>Comparing biography and autobiography, 461</b>			
6	3.6	Identify and analyze features of themes conveyed through characters, actions, and images.	<b>Theme, 271;</b>  <b>Comparing Setting and Theme, 342;</b>  <b>Literary Analysis:</b>	<b>Theme (elements of short stories), 181;</b>  <b>theme after you read, 939, 953;</b>			

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			<b>Universal Themes, 933</b>	<b>proposal illustrating theme writing assignment, 955</b>  <b>Literary Analysis: Fables, 839;</b>			
Afte6	3.7	Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	<b>Comparing Symbolism, 140</b>  <b>Literary Analysis: Figurative Language (metaphor, etc.), 585</b>  <b>Literary Analysis: Personification, 913</b>  <b>Comparing Foreshadowing and Flashback, 962</b>  <b>Comparing Imagery, 608</b>	<b>After You Read, 153</b>  <b>Gary Soto Introduces his poetry (imagery), 554;</b>  <b>Comparing imagery (after you read with graphic organizer), 613;</b>  <b>Writing to compare foreshadowing and flashback, 987</b>  <b>Sound Devices (after you read), 651;</b>  <b>Personification after you read with graphic organizer, 921, 929</b>			
<b>SUBSTRAND</b>		<b>Literary Criticism</b>					
6	3.8	Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	<b>Comparing Fiction and Nonfiction 72, 85</b>  <b>Comparing Literary Works: Comparing Elements of Fantasy, 884</b>	<b>Plot and characters (elements of short stories), 180;</b>  <b>Characterization (after you read), 215;</b>  <b>Conflict and resolution, 219;</b>  <b>Conflict and resolution (after you read), 231, 239;</b>  <b>Literary Analysis:</b>			

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				Characterization 189; After You Read, 905 Comparing Character's Motives, 250			
<b>DOMAIN</b>		<b>WRITING</b>					
<b>STRAND</b>		<b>1.0 WRITING STRATEGIES</b>					
<b>SUBSTRAND</b>		<b>Organization and Focus</b>					
6	1.1	Chose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	<b>Research and Technology: Project, 417;</b> <b>Writing: Poem, 635;</b>	<b>Invitation, 931</b>			
6	1.2	Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.	<b>Writing Workshop: Exposition: How-to Essay, 462-467;</b> <b>Exposition: Cause-and-Effect Essay, 800-807;</b> <b>Research Report, 988-997</b> <b>Writing: News Report, 41</b>	<b>Writing Workshop: Exposition: Persuasive Essay, 526-533</b> <b>Writing: Compare-and-Contrast Essay, 875</b> <b>Writing to Compare Foreshadowing and Flashback, 987</b>			
6	1.3	Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	<b>Writing Workshop: Drafting (spatial order), 88;</b> <b>Drafting (climatic order), 356;</b> <b>Drafting (comparison-and-contrast), 670;</b> <b>Drafting (cause and effect), 802;</b> <b>Drafting (categories), 990</b>	<b>Writing Workshop: Writer's Toolbox: Organization, 463;</b> <b>Writing: Help-wanted Ad, 217;</b> <b>Summary, 735</b>			

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			Drafting (climatic order), 156				
<b>SUBSTRAND</b>		<b>Research and Technology</b>					
6	1.4	Use organizational features of electronic text (e.g. bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	<b>Research and Technology: Brochure, 41;</b>  <b>Online Databases, 241;</b>  <b>Resources at Library or Internet, 331</b>  <b>Annotated Bibliography, 875;</b>  <b>Written and Visual Report, 955</b>	<b>Informational Text: Online Sources, 66–68</b> <b>Research the Author: Multimedia Presentation, 187</b>  <b>Research and Technology: Research Project, 417;</b>  <b>Informative Presentation, 487;</b>  <b>Illustrated Booklet, 583</b>			
6	1.5	Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	<b>Research and Technology: Presentation of a Poem, 635;</b>  <b>Resumé, 653</b>  <b>Writing Workshop: Drafting Strategies: Standard Business Letter Format, 740</b>	<b>Writing: Letter, 417, R26;</b>  <b>Letter to an Author, 583, R27</b>			
<b>SUBSTRAND</b>		<b>Evaluation and Revision</b>					
6	1.6	Revise writing to improve the organization and consistency of ideas within and between paragraphs.	<b>Writing Workshop: Revising, 158, 358, 617, 740, 992</b>	<b>Writing Workshop: Revising, 266, 531, 672, 804</b>			
<b>STRAND</b>		<b>2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)</b>					
6	2.1	Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character.	<b>Writing Workshop: Autobiographical Narrative, 154–161;</b>  <b>Narration: Short Story, 354–361</b>	<b>Writing: Dramatic Scene, 109;</b>  <b>Personal Anecdote, 131;</b>  <b>Journal Entry, 487;</b>			

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		c. Use a range of narrative devices (e.g., dialogue, suspense).	<b>Writing:</b> <b>Autobiographical Narrative, 63;</b>  <b>Personal Narrative, 331;</b>  <b>Fable, 855</b>	<b>Plot Proposal, 955</b>  <b>Writing for Assessment: Story Continuation, 600</b>			
6	2.2	Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.	<b>Writing Workshop:</b> <b>Description, 84–91;</b>  <b>How-to Essay, 462–467;</b>  <b>Problem-and-Solution Essay, 614–619;</b>  <b>Exposition:</b> <b>Comparison-Contrast Essay, 668–675</b>  <b>Writing: Problem-and-Solution Essay, 509</b>	<b>Writing to Compare Fiction and Nonfiction, 85;</b>  <b>Writing to Compare Literary Works, 263</b>  <b>Timed Writing: Write an Essay, 341; Summary, 659</b>  <b>Writing: Comparison-and-Contrast Essay, 875</b>			
6	2.3	Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.	<b>Writing Workshop:</b> <b>Research: Multimedia Report, 906–911;</b>  <b>Research Report, 988–997</b>	<b>Research and Technology: Multimedia Presentation, 187;</b>  <b>Research Project, 417;</b>  <b>Multimedia Presentation, 735;</b>  <b>Written and Visual Report, 955</b>			
6	2.4	Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence.	<b>Writing Workshop:</b> <b>Response to Literature: Review, 264–269;</b>  <b>Response to Literature: Letter, 738–743</b>  <b>Comparison-and-Contrast Essay, 875</b>	<b>Writing: Letter, 417;</b>  <b>Letter to an Author, 583;</b>  <b>Review, 779</b>  <b>Write to Compare Author's Style, 525</b>  <b>Prose Description, 653;</b>			

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6	2.5	Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.	<b>Writing Workshop: Exposition: Persuasive Essay, 526–533</b>  <b>Writing: Persuasive Speech, 241</b>	<b>Timed Writing: Write a Response, 443</b>  <b>Timed Writing: Write a Position Statement, 249;</b>  <b>Write an Advertisement, 515</b>  <b>Writing: Letter, 435;</b>  <b>Review, 779</b>  <b>Writing for Assessment: Persuasive Essay, 545</b>			
<b>DOMAIN</b>		<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
<b>STRAND</b>		<b>1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
<b>SUBSTRAND</b>		<b>Sentence Structure</b>					
6	1.1	Use simple, compound, and compound–complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	<b>Writer’s Toolbox: Combining Sentences Uses Coordinating Conjunctions, 531;</b>  <b>Combining Sentences for Variety, 805</b>  <b>Simple, Compound, and Complex Sentences, 874</b>	<b>Writer’s Toolbox: Revising Sentence Fragments, 909</b>  <b>Independent and Subordinate Clauses, 854;</b>			
<b>SUBSTRAND</b>		<b>Grammar</b>					
6	1.2	Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	<b>Integrated Language Skills: Grammar: Pronouns, 108;</b>  <b>Simple Verb Tenses, 298;</b>  <b>Perfect Tenses of Verbs, 330;</b>  <b>Writing Workshop:</b>	<b>Integrated Language Skills: Grammar: Pronouns, 130;</b>  <b>Principal Parts of Verbs, 240</b>			

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			Revising to Maintain Verb Tense, 359				
<b>SUBSTRAND</b>		<b>Punctuation</b>					
6	1.3	Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	Integrated Language Skills: Grammar: Commas, 930;  Grammar: Semicolons and Colons, 954, R27, R43	Writing Workshop: Drafting Strategies, 740			
<b>SUBSTRAND</b>		<b>Capitalization</b>					
6	1.4	Use correct capitalization.	Integrated Language Skills: Grammar: Common and Proper Nouns, 40  Editing and Proofreading: Focus on Capitalization, 743	Grammar, R43			
<b>SUBSTRAND</b>		<b>Spelling</b>					
6	1.5	Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i> ).	Writing Workshop: Editing and Proofreading, 361, 467	Writing Workshop: Editing and Proofreading, 533, 807			
<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>					
<b>STRAND</b>		<b>1.0 LISTENING and SPEAKING STRATEGIES</b>					
<b>SUBSTRAND</b>		<b>Comprehension</b>					
6	1.1	Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	Communications Workshop: Identifying Tone, Mood, and Emotion, 812  Talk About It: Oral Presentation, 677	Evaluating a Persuasive Message, 366			
6	1.2	Identify the tone, mood, and emotion conveyed in the oral communication.	Identifying Tone, Mood, and Emotion, 812  Listening and Speaking: Dramatic Poetry Reading, 599	Talk About It: Oral Presentation, 677  Listening and Speaking: Dramatic Reading, 931  Communications			

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				<b>Workshop: Evaluating a Persuasive Message, 366;</b>			
6	1.3	Restate and execute multiple-step oral instructions and directions.	<b>Communications Workshop: Following Oral Directions, 166</b>				
<b>SUBSTRAND</b>		<b>Organization and Delivery of Oral Communication</b>					
6	1.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	<b>Oral Response to Literature, 1002</b>  <b>Oral Presentation, 677</b>  <b>Communications Workshop: Problem-Solution Proposal, 538</b>	<b>Listening and Speaking: Debate, 779;</b>  <b>Talk About It: Persuasive Speech, 163;</b>			
6	1.5	Emphasize salient points to assist the listener in following the main ideas and concepts.	<b>Oral Response to Literature, 1002</b>  <b>Communications Workshop: Problem-Solution Proposal, 538;</b>  <b>Delivering a Persuasive Speech, 680</b>	<b>Talk About It: Small-Group Discussion, 363;</b>  <b>Debate, 535</b>  <b>Key points, 80</b>  <b>Oral Directions, 166</b>  <b>Summarize discussion, 363, 509</b>			
6	1.6	Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	<b>Communications Workshop: Problem-Solution Proposal, 538;</b>  <b>Delivering a Persuasive Speech, 680</b>  <b>Writing Workshop: Research: Multimedia Report, 906-911</b>	<b>Research and Technology: Multimedia Presentation, 735;</b>  <b>Written and Visual Report, 955</b>  <b>Listening and Speaking: Informative Presentation, 487;</b>  <b>Oral Report, 855</b>  <b>Multimedia presentations, 187</b>			
6	1.7	Use effective rate, volume, pitch, and	<b>Listening and Speaking:</b>	<b>Listening and Speaking:</b>			

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		tone and align nonverbal elements to sustain audience interest and attention.	<b>Dramatic Poetry Reading, 599;</b>  <b>Dramatic Reading, 931;</b>  <b>Oral Response to Literature, 1002</b>  <b>Communications Workshop: Delivering a Persuasive Speech, 680</b>	<b>Conversation, 63;</b>  <b>Instructional Presentation, 435;</b>  <b>Debate, 779</b>  <b>Talk About It: Oral Presentation, 677</b>			
<b>SUBSTRAND</b>		<b>Analysis and Evaluation of Oral and Media Communications</b>					
6	1.8	Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	<b>Literary Analysis: Rhythm and Rhyme, 561</b>  <b>Communications Workshop, 366</b>	<b>Talk About It: Oral Presentation, 677</b>  <b>Learning About Poetry, 552</b>  <b>Literary Analysis: Sound Devices, 637</b>			
6	1.9	Identify persuasive and propaganda techniques used in television and identify false and misleading information.	<b>Communications Workshop: Evaluating a Persuasive Message, 366</b>	<b>Debate, 535</b>  <b>Communications Workshop: Identifying Tone, Mood, and Emotion, 812</b>  <b>Reading Skill: Recognize Propaganda, 512</b>			
<b>STRAND</b>		<b>2.0 SPEAKING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)</b>					
6	2.1	Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).	<b>Monologue, 131</b>  <b>Writing Workshop: Autobiographical Narrative: Publishing, 161;</b>  <b>Short Story, Publishing, 361</b>	<b>Listening and Speaking: Conversation, 63;</b>			

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6	2.2	Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	<b>Listening and Speaking: Interview, 299;</b>  <b>Informative Presentation, 487;</b>  <b>Oral Report, 855</b>  <b>Research and Technology: Multimedia Presentation, 735</b>  <b>Writing Workshop: Research: Multimedia Report, 906–911</b>	<b>Research the Author: Multimedia Presentation, 187</b>  <b>Research and Technology: Presentation, 331;</b>  <b>Project, 417;</b>  <b>Written and Visual Report, 955</b>  <b>Talk About It: Panel Discussion, 999</b>  <b>Listening and Speaking: Instructional Presentation, 435</b>			
6	2.3	Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.	<b>Dramatic Poetry Reading, 599;</b>  <b>Oral Response to Literature, 1002</b>  <b>Listening and Speaking: Conversation, 63;</b>  <b>Interview, 299;</b>  <b>Informal Discussion, 509</b>	<b>Listening and Speaking: Informative Presentation, 487;</b>  <b>Talk About It: Oral Presentation, 677</b>  <b>Dramatic Poetry Reading, 599</b>  <b>Talk About It: Oral Presentation, 809</b>			
6	2.4	Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal.	<b>Communications Workshop: Delivering a Persuasive Speech, 680</b>  <b>Listening and Speaking: Debate, 779</b>	<b>Talk About It: Persuasive Speech, 163;</b>  <b>Debate, 535</b>			
6	2.5	Deliver presentations on problems and solutions:	<b>Communications Workshop: Problem–</b>	<b>Writing Workshop: Problem–and–Solution:</b>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
		a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.	<b>Solution Proposal, 538</b>	<b>Publishing, 619</b>			
<b>Appendix</b>							