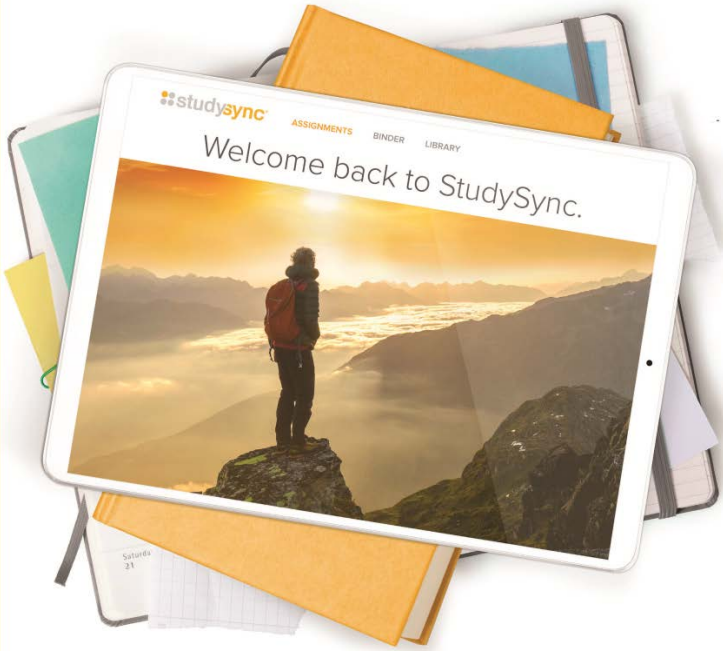




GRADE 6 | VOLUME 1

Teacher's Edition



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**Language Arts Standards  
Grade 6**



STANDARDS	PAGE REFERENCES
<b>Reading</b>	
<b>R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b>	
6.1.1.1 Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Greek) to decode and comprehend unfamiliar multisyllabic words in and out of context.	This standard falls outside the scope of <i>StudySync</i> Grade 6 © 2021.
<b>R2 Read and comprehend independently, A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b>	
6.1.2.1 Read independently and self-monitor understanding of grade-level text and annotate learning (i.e. underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to connecting to prior knowledge, using context clues, reading ahead and looking back.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 14-15, 23, 25, 23, 27-30, 48, 50-51, 54-60, 70-71, 73-75, 80-81, 100-101, 104-105, 122-123, 136-136, 148-149, 153-158, 178-179, 181-183, 190-191, 194-198, 273-274, 290-291 <b>Unit 2:</b> 310-311, 316-318, 330-331, 334-338, 352-353, 368-369, 373, 414-415, 419-428, 438-439, 441-446, 452-453, 460-461, 465, 528-529, 542-543, 559 <b>Unit 3:</b> 578-579, 590, 598-599, 646-647, 684-685, 810-811 <b>Volume 2: Unit 4:</b> 60-61, 63-65, 72-73, 77-82, 182-183 <b>Unit 5:</b> 320-321, 344-345, 358-369, 386-387, 391-396, 406-407, 416-417, 421-430, 440-441 <b>Unit 6:</b> 588-589, 668-669, 671, 708-709, 756-757, 761-764, 832-833, 837-838
6.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 2:</b> 384-385, 387-392, 398-399, 403-404 <b>Unit 3:</b> 624-625, 629-634, 664-665, 700-701, 710-711, 713-714, 720-721, 794-795, 799-800 <b>Volume 2: Unit 4:</b> 16-17, 21-24, 36-37, 41-46, 96-97, 101-106, 120-121, 132-133, 142-143, 162-163, 248-249, 253-254, 264-265, 269-270 <b>Unit 5:</b> 280-281, 300-301, 305-308, 450-451, 534-535, 540-541 <b>Unit 6:</b> 606-607, 616-617, 621-628, 640-641, 645-646, 658-659, 661-663, 676-677, 698-699, 701-703, 736-737, 741-743, 846-847
6.1.2.3 Locate, select, and read texts representing various perspectives and identities from dominant, non-dominant, and marginalized social groups, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews).	<b>Teacher Edition:</b> <b>Volume 1: Unit 2:</b> 438-439, 452-453 <b>Unit 3:</b> 616-617, 646-647 <b>Volume 2: Unit 4:</b> 17-18, 23, 27, 28, 120-121, 142-143 <b>Unit 5:</b> 300-301, 368-369
<b>R3 Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>	
6.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	<b>Teacher Edition:</b> <b>Volume 1: Unit 1:</b> 208 <b>Unit 3:</b> 740 <b>Volume 2: Unit 4:</b> 7, 17, 90 <b>Unit 6:</b> 579, 856-857, 858

STANDARDS		PAGE REFERENCES
	R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	
6.1.4.1	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 23, 25, 28, 29, 30, 32, 35, 36, 40, 42, 43, 45, 60, 68, 79, 88, 95, 114, 121, 138, 160, 164, 176, 188, 198, 204, 206 <b>Unit 2:</b> 317, 318, 323, 324, 325, 326, 340, 358, 360, 364, 376, 430, 468, 472 <b>Unit 3:</b> 603, 606, 612, 654, 692 <b>Volume 2: Unit 4:</b> 84, 190 <b>Unit 5:</b> 332, 360, 378, 398, 430, 598 <b>Unit 6:</b> 598, 728, 766
6.1.4.2	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 131 <b>Unit 2:</b> 338, 344-345, 348, 349, 466, 472 <b>Unit 3:</b> 690, 694-695, 696 <b>Volume 2: Unit 4:</b> 79, 88-89, 92, 188, 194 <b>Unit 5:</b> 350, 351, 358, 364, 393, 426, 429, 435, 593, 594, 600-601, 602 <b>Unit 6:</b> 770
6.1.4.3	Analyze how a particular text’s plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 63, 91, 118, 119, 140, 141, 142, 143, 144, 162, 191 <b>Unit 2:</b> 346-347, 425, 434 <b>Unit 3:</b> 588, 592-593, 594, 595, 609-610, 611 <b>Volume 2: Unit 5:</b> 325, 327, 335-337
6.1.4.4	Analyze how a key individual, event, or concept is introduced, illustrated, and elaborated, in informational text.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 3:</b> 629, 631, 636-637, 641 <b>Volume 2: Unit 6:</b> 687-688, 693
	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	
6.1.5.1	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 56, 57, 58, 59, 63, 64, 65, 71, 85, 91, 92, 95, 96, 105, 108, 109, 116, 119, 127, 128, 129, 131, 132, 134, 135, 144, 157, 162, 164, 171, 196, 197, 203, 204 <b>Unit 2:</b> 316, 321, 331, 348, 420, 421, 434 <b>Unit 3:</b> 585, 586, 592-593, 594, 604, 696 <b>Volume 2: Unit 4:</b> 64 <b>Unit 5:</b> 335-337, 340, 351, 358, 362-363, 364, 373, 375, 380, 382, 402, 421, 422, 423, 428, 433, 434, 435 <b>Unit 6:</b> 762, 763, 768-769, 770
6.1.5.2	Analyze how a given sentence, paragraph, or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 3:</b> 671, 676-677, 678-679, 680, 711, 725, 726, 733-734, 435 <b>Volume 2: Unit 4:</b> 42, 43, 45, 50-51, 56 <b>Unit 5:</b> 305, 311-312, 315
6.1.5.3	Interpret, apply, and evaluate the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts	<b>Teacher Edition:</b> <b>Volume 2: Unit 5:</b> 545-546 <b>Unit 6:</b> 621, 623, 625, 626, 627, 632, 633, 636, 714, 715, 722, 732, 816

STANDARDS	PAGE REFERENCES
	R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
6.1.6.1 Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 2:</b> 406 <b>Volume 2: Unit 4:</b> 17, 22, 23, 27, 28, 31, 56 <b>Unit 5:</b> 301, 308, 315 <b>Unit 6:</b> 658-665, 668-673, 676-677, 680-684, 689, 690, 693, 742, 744, 748
6.1.6.2 Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content, or style of the texts.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 48, 93, 94, 95, 97, 196, 203, 204 <b>Volume 2: Unit 6:</b> 658-665, 668-673, 676-677, 680-684, 689, 690, 693
6.1.6.3 Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 2:</b> 399 <b>Volume 2: Unit 4:</b> 17, 54-55, 101, 102, 109-110, 115, 168, 169, 170, 174-175, 178, 274-275, 307
<b>R7 Evaluate arguments and specific claims from complex informational texts.</b>	
6.1.7.1 Distinguish between relevant and irrelevant evidence to evaluate an author’s argument.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 2:</b> 399, 403-404, 406 <b>Volume 2: Unit 4:</b> 31, 35, 54-55, 97, 101, 102, 109-110, 111-112, 170, 174-175, 176-177, 178
<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
6.1.8.1 Analyze the impact of a specific word choice, and rhythm or meter, on the meaning and tone of a story, poem, or song. (word choice analysis including, but not limited to, vocabulary, assonance, consonance, and rhyme)	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 27, 28, 29, 37, 38, 39, 41, 42 <b>Unit 2:</b> 318, 321, 322, 325, 353, 357, 360, 362-363, 364, 373, 388 <b>Unit 3:</b> 647, 651, 654, 657, 660, 662 <b>Volume 2: Unit 4:</b> 32, 33 <b>Unit 5:</b> 374, 380, 381, 382, 454
6.1.8.2 Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 49 <b>Unit 2:</b> 309, 385, 445 <b>Unit 3:</b> 577, 629, 634, 669, 671, 674, 678-679, 725, 728, 732-734 <b>Volume 2: Unit 4:</b> 24, 48, 84, 106, 143, 147, 148-149, 150, 172 <b>Unit 5:</b> 301, 306, 307, 308, 313, 314, 315, 338-339, 451 <b>Unit 6:</b> 587, 607, 617, 630, 635, 645, 648, 652, 653, 654, 659, 661, 684
<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>	
6.1.9.1 Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 26, 54, 84, 104, 123, 152, 170, 180, 262, 276 <b>Unit 2:</b> 314, 334, 356, 372, 386, 402, 418, 440, 464 <b>Unit 3:</b> 574, 582, 602, 618, 650, 668, 688, 798, 814 <b>Volume 2: Unit 4:</b> 20, 40, 43, 46, 52-53, 56, 62, 76, 90-91 <b>Unit 5:</b> 324, 348, 372, 390, 408, 442, 452, 538 <b>Unit 6:</b> 592, 608, 620, 626, 627, 632-633, 714, 715, 722, 732

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6.1.9.2 Evaluate perspective, credibility and relevancy of sources related to task and purpose.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 3:</b> 620, 715 <b>Volume 2: Unit 4:</b> 116, 128, 216
<b>Writing</b>	
<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
6.2.1.2 Apply spelling patterns and rules to spell words with Greek word origin, authentically in writing.	<b>Teacher’s Edition:</b> <b>Volume 2: Unit 4: Unit 5:</b> 338-339
6.2.1.3 Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 220-221, 248-249, 250-251, 252-253, 254, 287 <b>Unit 2:</b> 489, 519-520, 523 <b>Unit 3:</b> 777 <b>Volume 2: Unit 4:</b> 239-240, 256-257 <b>Unit 5:</b> 524-525
<b>W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice</b>	
6.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 42, 78, 97, 120, 144, 166, 172, 175, 184, 187, 200, 205, 208, 218-255 <b>Unit 2:</b> 327, 350, 359, 366, 382, 392, 393, 395, 405, 412, 436, 446, 449, 456, 458, 474, 479-524, 540 <b>Unit 3:</b> 596, 608, 622, 643, , 644, 662, 680, 682, 691, 705, 706, 708, 714, 715, 717, 718, 737, 742-790, 807, 823 <b>Volume 2: Unit 4:</b> 33, 47, 58, 66, 67, 69, 95, 118, 126, 136, 196, 200-244, 276 <b>Unit 5:</b> 316, 359, 397, 404, 410, 437, 438, 444, 455, 482-531 <b>Unit 6:</b> 604, 610, 629, 663, 672, 695, 703, 727, 751, 765, 776-828
6.2.2.2 Write to reflect how personal perspective, identity, and voice have developed over time.	<b>Teacher Edition:</b> <b>Volume 1: Unit 1:</b> 159, 255 <b>Unit 2:</b> 392, 410, 486-487 <b>Volume 2: Unit 4:</b> 236 <b>Unit 5:</b> 483, 528 <b>Unit 6:</b> 647
<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>	
6.2.3.1 Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 218-227, 228-245, 246-253, 254-255 <b>Unit 2:</b> 486-499, 500-514, 515-522, 523-524 <b>Unit 3:</b> 752-765, 766-780, 781-788, 789-790 <b>Volume 2: Unit 4:</b> 208-220, 221-234, 235-242, 243-244 <b>Unit 5:</b> 490-509, 510-521, 522-529, 530-531 <b>Unit 6:</b> 786-802, 803-818, 819-826, 827-828
6.2.3.2 Vary word choice, showing understanding of denotation and connotation, phrases, and sentence structures as applicable to context, to convey ideas precisely and engage intended audience.	<b>Teacher’s Edition:</b> <b>Volume 1: Unit 1:</b> 247, 254 <b>Unit 2:</b> 510, 516 <b>Unit 3:</b> 789 <b>Volume 2: Unit 4:</b> 236, 243 <b>Unit 5:</b> 526-527, 530 <b>Unit 6:</b> 825-826, 827

## STANDARDS

## PAGE REFERENCES

**W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.**

6.2.4.1 Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.

**Teacher's Edition:**

**Volume 1: Unit 2:** 486-487, 488, 489, 493-494, 495-497, 500-501, 504-505, 515, 516

**Volume 2: Unit 4:** 208, 211, 215-216, 217-218, 225-227, 236, 276 **Unit 5:** 510-514, 523

6.2.4.2 Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.

**Teacher's Edition:**

**Volume 1: Unit 1:** 90

**Volume 2: Unit 4:** 26, 108, 152, 208 **Unit 6:** 611, 664

**W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.**

6.2.5.1 Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive)

a. Use precise, domain-specific vocabulary.

**Teacher's Edition:**

**Volume 1: Unit 3:** 755, 775-776, 782

**Volume 2: Unit 6:** 820

6.2.5.2 Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)

**Teacher's Edition:**

**Volume 1: Unit 1:** 65, 200 **Unit 2:** 348

**Volume 2: Unit 4:** 67, 208-209, 212, 255 **Unit 5:** 364 **Unit 6:** 647, 765

**W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.**

6.2.6.1 Write to create, portraying complexity in characters or self-expression in various literary forms. (e.g., complex emotions, motivations, experiences, and characters who change over time)

**Teacher's Edition:**

**Volume 1: Unit 1:** 173, 200, 211, 222, 234, 239-241 **Unit 2:** 456

**Volume 2: Unit 6:** 765

6.2.6.2 Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

**Teacher's Edition:**

**Volume 1: Unit 1:** 173, 200, 211, 218, 222, 225-227, 228-233, 234, 236, 239-241 **Unit 2:** 456

**Volume 2: Unit 5:** 410 **Unit 6:** 765

**W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.**

6.2.7.1 Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.

**Teacher's Edition:**

**Volume 2: Unit 6:** 746, 795-797, 801

6.2.7.2 Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.

**Teacher's Edition:**

**Volume 1: Unit 3:** 633, 706

**Volume 2: Unit 5:** 520-521 **Unit 6:** 629, 746, 795-797, 801-802, 808-810, 811-813, 828

STANDARDS	PAGE REFERENCES
<p>W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</p>	
<p>6.2.8.1 Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.</p>	<p><b>Teacher’s Edition:</b>  <b>Volume 2: Unit 5:</b> 502-504 <b>Unit 6:</b> 811-813, 828</p>
<p>Listening, Speaking, Viewing, and Exchanging Ideas</p>	
<p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p>	
<p>6.3.1.1 Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own.</p> <p>a. Use tools to collaborate with others synchronously and asynchronously.</p> <p>b. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p>	<p><b>Teacher’s Edition:</b>  <b>Volume 1: Unit 1:</b> 40-41 <b>Unit 2:</b> 374, 538  <b>Volume 2: Unit 6:</b> 611</p>
<p>6.3.1.2 Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.</p>	<p><b>Teacher’s Edition:</b>  <b>Volume 1: Unit 2:</b> 349, 374, 404, 429, 538-539 <b>Unit 3:</b> 595, 612, 621, 681, 697, 707, 736  <b>Volume 2: Unit 4:</b> 32, 57, 68, 93, 116, 128, 138, 158, 179, 188, 195 <b>Unit 5:</b> 341, 365, 403, 412, 436, 446, 476  <b>Unit 6:</b> 612, 637, 655, 665, 673, 733, 771</p>
<p>6.3.1.3 Adapt speech, writing, or communications by utilizing constructive feedback from self and others.</p>	<p><b>Teacher Edition:</b>  <b>Volume 1: Unit 1:</b> 246-247 <b>Unit 2:</b> 515-516 <b>Unit 3:</b> 781-782  <b>Volume 2: Unit 4:</b> 236, 244 <b>Unit 5:</b> 522-523 <b>Unit 6:</b> 819-820</p>
<p><b>LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context</b></p>	
<p>6.3.2.1 Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.</p>	<p><b>Teacher’s Edition:</b>  <b>Volume 1: Unit 1:</b> 165 <b>Unit 3:</b> 715  <b>Volume 2: Unit 4:</b> 26, 116, 128 <b>Unit 5:</b> 490-499, 505-507, 508-509, 515-517, 531 <b>Unit 6:</b> 746</p>
<p><b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</b></p>	
<p>6.3.3.1 Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.</p>	<p><b>Teacher’s Edition:</b>  <b>Volume 1: Unit 1:</b> 165 <b>Unit 2:</b> 556-557 <b>Unit 3:</b> 620, 715  <b>Volume 2: Unit 4:</b> 26, 116, 128 <b>Unit 5:</b> 499, 505-507, 515-517, 531 <b>Unit 6:</b> 746, 828</p>

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6.3.3.2 Create and share, individually or in a collaborative group, an informative multimedia work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.\*

**Teacher's Edition:**

**Volume 1: Unit 3:** 761, 762

**Volume 2: Unit 5:** 499, 505-507 **Unit 6:** 629, 704, 746