

Sopris West Educational Services

**LANGUAGE!** The Comprehensive Literacy Curriculum  
Correlation to Connecticut English Language Art Curriculum Standards

Books A-F for  
Grade 6

**Reading and Responding**  
**Standard 1:**

State Framework	Grade-Level Expectations	Assessments	Book A	Book B	Book C	Book D	Book E	Book F
<b>READING</b>								
Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.								
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>Use word origins to determine the meaning of unknown words.</li> <li>Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., <i>process</i>, <i>procession</i>.</li> <li>Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts, e.g., <i>property</i> in science or social studies.</li> </ol>		TE: pg. Vol. 1- 45, 294, 327 Vol. 2- 409, 563	TE: pg. Vol. 1- 10A, 26A, 41A, 88A, 105A, 118A, 269A, 312A, 352A, 442A	TE: pg. Vol. 1- 15, 57, 59, 102, 129, 258, 403, 428, 429 Vol. 2- 512, 576, 690, 713, 765, 848	TE: pg. Vol. 1 - 15, 36, 45, 88, 10, 159, 183, 197, 283, 300, 306, 400, Vol. 2 - 438, 518, 575, 601, 642, 643, 697, 721, 732	TE: pg. Vol.1- 124, 125, 264, 317, 328, 406 Vol.2- 479, 519, 540, 590, 615, 647, 739, 669, 679, 683, 723, 751, 798	TE: pg. Vol. 1- F14, 10, 53, 100, 143, 220, 287, 323 Vol. 2- 478, 589, 670, 712

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<p><b>1. Reading and Responding</b></p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p><b>2. Exploring and Responding</b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p>	<p><b>Reading Comprehension</b> <i>Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.</i></p> <p><b>Before and During Reading</b></p> <p>4. Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from</p>	<p><b>DRP</b></p> <p><b>CMT Reading Comprehension</b></p> <p><b>A4</b> Use information from the text to make predictions based on what is read.</p> <p><b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.</p>	<p>TE: pg. Vol. 1-44, 45, 151, 275, 294 Vol. 2- 500, 563</p>	<p>TE: pg. Vol. 1- 345-347, 415-417 Vol. 2- 566-567, 794-795, 840-841</p>	<p>TE: pg. Vol. 1- 38, 49, 81, 120, 147, 238, 253, 351, 451 Vol. 2- 501, 567, 591, 640, 704, 777, 797, 814</p>	<p>TE: pg. Vol. 1- 18, 40, 42, 93, 112, 149, 173, 177, 204, 211, 283, 306, 311, 354, 367, 368, 371 Vol. 2- 424, 449, 453, 500, 508, 544, 592, 636, 697, 722, 727, 732, 745</p>	<p>TE: pg. Vol. 1- 19, 84, 104, 184, 221, 247, 317, 325, 366, 400 Vol. 2- 571, 590, 596, 640, 647, 661, 669, 672, 683, 687, 739, 751, 755, 765</p>	<p>TE: pg. Vol. 1- M10, 13, 39, 169, 171, 215, 297, 352, Vol. 2- 406, 537, 671</p>
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<p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p>	<p>graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.</p>							
<p><b>2.2</b> Students explore multiple responses to literature.</p>	<p>5. Use cueing system and context clues to determine meanings of words.</p>							
<p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	<p>6. Make and support judgments about text.</p>							
<p><b>2.4</b> Students recognize that readers and authors are influenced by individual, social,</p>								

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cultural and historical contexts.								
<b>1. Reading and Responding</b> <b>1.1</b> <b>1.2</b> <b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts. <b>2. Exploring and Responding</b> <b>2.1</b> <b>2.2</b> <b>2.3</b> <b>2.4</b>	<b>After Reading General Understanding</b> 7. State both literal and/or inferred main ideas. 8. Identify the type of conflict in a text and recognize how it affects the characters' actions. 9. Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed. 10. Explain the influence of setting (historical context) on mood, character and plot. 11. Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between	<b>CMT Reading Comprehension</b> <b>A1</b> Determine the main idea (nonfiction) theme (fiction) the text. <b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details. <b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text.	TE: pg. Vol. 1- 72, 185, 240, 241	TE: pg. Vol. 1- 150-151, 204-205, 238-239, 345-346 Vol. 2- 526-527, 741, 866-867	TE: pg. Vol. 1- 40, 81, 147, 278, 306, 341, 385, 451 Vol. 2- 501, 531, 591, 674, 734	TE: pg. Vol. 1- 42, 65, 85, 93, 112, 177, 189, 222, 232, 242, 331,361, 383 Vol. 2 – 441, 454, 455, 470, 484, 649, 728, 741, 750, 776	TE: pg. Vol. 1- 350, 366, 380, 382, 391, 392, 400, 417 Vol. 2- 595, 620, 626, 640, 684, 689, 728, 745, 754, 765, 779, 792	TE: pg. Vol. 1- 17, 77, 125, 197, 298, 318, Vol. 2- 407, 585, 683, 732

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	the key ideas, and in one's own words. 12. Describe how major and minor characters change over time.							
	<p><b>Developing an Interpretation</b></p> <p>a. Explain the use of foreshadowing and parallel plots to convey meaning.</p> <p>b. Explain the use of flashbacks to convey meaning.</p> <p>c. Explain various subgenres of fiction based on their characteristics, e.g., science fiction, fantasy, myths, legends.</p> <p>d. Explain how characters deal with diversity, e.g., culture, ethnicity, and conflicts of human experience, relating these to real life</p>	<p><b>B1</b> Identify or infer the author's use of structure/organizational patterns.</p> <p><b>B2</b> Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text.</p> <p><b>B3</b> Use stated or implied evidence from the text to draw and/or support a conclusion.</p>		TE: pg. Vol. 1- 204-206, 275-277, 362, 430	TE: pg. Vol. 1- 147, 238, 351, 385, 422, 451 Vol. 2- 531, 567, 591, 640, 734, 804, 842	TE: pg. Vol. 1- 40, 82, 151, 177, 190, 191, 204, 206, 232, 312, 325, 343 Vol. 2- 501, 511, 524, 636, 637, 661, 728, 729	TE: pg. Vol. 1- 235, 247, 267 Vol. 2- 500, 512, 625, 649, 688, 745, 764, 767, 792	TE: pg. Vol. 1- 28, 45, 95, 113, 184, 216, 255

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	e. situations. Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.							
	<b>Making Reader/Text Connections</b> 13. Explain how information in a text could be applied to understand a similar situation or concept in another text.	<b>C1</b> Make connections between the text and outside experiences and knowledge. <b>C2</b> Select, synthesize and/or use relevant information within the text to write a personal response to the text.		TE: pg. Vol. 1- 204-206, 275-277, 345 Vol. 2- 468-469, 566-568, 638-639, 714-716, 794-796, 840-842	TE: pg. Vol. 1- 81, 201, 238, 306, 385, 421 Vol. 2- 501, 531, 567, 591, 734, 804	TE: pg. Vol. 1- 40, 112, 177, 232, 311, 370 Vol. 2- 453, 500, 592, 635, 636, 727		
	<b>Content and Structure</b> 14. Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments. 15. Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic	<b>D1</b> Analyze and evaluate the author's craft including use of literary devices and textual elements <b>D2</b> Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts. <b>D3</b> Demonstrate an awareness of an			TE: pg. Vol. 1- 81, 238, 306, 385, 451 Vol. 2- 501, 531, 591, 734	TE: pg. Vol. 1- 82, 83, 84, 151, 152, 311, 312 Vol. 2- 635, 636, 789, 790	TE: pg. Vol. 1- 322, 323, 337 Vol. 2- 512, 619, 620, 621, 622, 639, 641, 650, 662, 671, 687	TE: pg. Vol. 1- F17, 18, 94, 186, 298, 330, Vol. 2- 427, 551

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	<p>novels and picture books, logic and credibility of plots and settings, use of figurative language.</p> <p>16. understand how social, cultural and historical contexts contribute to an author's perspective</p> <p>17. Draw a conclusion about how text might be useful to someone.</p> <p>18. Create literal and inferential questions based on text to extend meaning.</p> <p>19. Decide if the author's ideas are grounded in fact.</p> <p>20. Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p>	<p>author's or character's values, customs and beliefs included in the text.</p>						
<p><b>1. Reading and Responding 1.2</b></p> <p><b>2. Exploring and Responding to Literature</b></p>	<p><b>Reading Reflection/Behaviors</b></p> <p>21. Choose a variety of genres to read, hear, view and write for personal enjoyment.</p> <p>22. Recommend books to</p>			<p>TE: pg. Vol. 1- 22, 37, 41A, 50, 53, 86-87, 100, 112, 123-125,</p>	<p>TE: pg. Vol. 1- 147, 238, 351, 385, 422, 451</p> <p>Vol. 2- 531, 567,</p>	<p>TE: pg. Vol. 1- 40, 82, 83, 84, 93, 94, 151,177,</p> <p>191, 206, 343</p>	<p>TE: pg. Vol. 1- 60, 99, 323, 380</p> <p>Vol. 2- 482, 607</p>	<p>TE: pg. Vol. 1- 18,71, 128,259, 326,331,</p> <p>Vol. 2- 551,673</p>

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2.1	<p>others and explain the reason for the recommendation.</p> <p>23. Set and monitor reading goals making adjustments and corrections as needed.</p> <p>24. Identify and explain the author’s purpose for writing a particular text.</p>			323-325, 362 Vol. 2- 566-568, 638-640, 675-676, 741-742	591, 640, 734, 804, 842	Vol. 2- 500, 511, 524		
State Framework	Grade-Level Expectations	Assessments	Book A	Book B	Book C	Book D	Book E	Book F
<p align="center"><b>ORAL LANGUAGE</b></p> <p><b>Students will listen and speak to communicate ideas clearly.</b></p>								
<p><b>1. Reading and Responding</b></p> <p><b>1.4</b></p> <p><b>3. Communicating with Others</b></p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository,</p>	<p><b>Listening / Speaking</b></p> <p>1. Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.</p> <p>2. Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p> <p>3. Make oral presentations that show appropriate consideration of</p>			TE: pg. Vol. 1- 36-37, 112, 188, 263, 334, 400, 445 Vol. 2- 479-480, 554, 628, 743, 780	TE: pg. Vol. 1- 40 Vol. 2- 589, 731, 839	TE: pg. Vol. 1- 70, 71, 85, 206, 207, 222, 347, 348, 349, 361 Vol. 2- 471, 484, 545, 609, 610, 620	TE: pg. Vol. 1- 109, 213, 236, 273, 413, 417 Vol. 2- 627, 673, 688. 690, 769, 795	TE: pg. Vol. 1- F10,50, 55,91, 244,257, Vol. 2- 501,576, 723

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<p>persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p>	<p>audience, purpose and information to be conveyed.</p> <p>4. Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.</p> <p>5. relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning</p>							
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<p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>								
State Framework	Grade-Level Expectations	Assessments	Book A	Book B	Book C	Book D	Book E	Book F
<p align="center"><b>WRITING</b></p> <p><b>Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.</b></p>								
<p><b>1. Reading and Responding</b> 1.4</p> <p><b>3. Communicating with Others</b> 3.2</p> <p><b>4. Applying English Language Conventions</b> 4.1 4.2 4.3 Students use standard English for composing and</p>	<p><b>Spelling</b></p> <p>1. Use spelling rules and patterns from previous grades.</p> <p>2. Use multiple strategies to spell.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>▪ visual patterns, e.g., <i>tough/enough/rough</i>, <i>right/night</i></li> <li>▪ homophones, e.g., <i>read</i> and <i>reed</i></li> <li>▪ affixes, e.g., <i>in-</i>, <i>im-</i>, <i>-spect</i>, <i>-fer</i></li> <li>▪ roots, e.g., <i>biology</i>, <i>telegraph</i></li> </ul>		<p>TE: pg. Vol. 1- 15, 56, 128, 208, 238, 325, 335</p> <p>Vol. 2- 474, 517, 559, 673, 692</p>	<p>TE: pg. Vol. 2- 872</p>	<p>TE: pg. Vol. 1- 194, 299, 428</p> <p>Vol. 2- 481, 510, 564, 622, 649</p>	<p>TE: pg. Vol. 1- 58- 59, 76, 137, 194- 195, 256- 257, 273</p> <p>Vol. 2 413, 422, 493-494, 553, 687, 695</p>	<p>TE: pg. Vol. 1- 27, 33, 38, 53, 67, 83, 113, 146, 162, 188, 189, 216, 228, 252, 286, 314, 331, 385, 397</p> <p>Vol. 2- 444, 453, 469, 562, 575, 577, 588, 601, 619, 704, 720, 725, 756, 775,</p>	<p>TE: pg. Vol. 1- F13,14, 49,85, 179,186, 233,276, Vol. 2- 489,580, 672</p>

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revising written text.							808	
<b>1. Reading and Responding</b> <b>1.4</b>  <b>3. Communicating with Others</b> <b>3.2</b>  <b>4. Applying English Language Conventions</b> <b>4.1</b> <b>4.2</b> <b>4.3</b>	<b>Capitalization / Punctuation / Usage</b> 3. Use capitalization, punctuation, and usage rules from previous grades. 4. Capitalize languages, races, nationalities and religions. 5. Use commas in appositives, e.g., <i>Bob, the dog, was fun.</i> 6. Use commas to set off direct address, e.g., <i>Mom, may I go to the movies?</i> 7. Use apostrophe to show quotation within a quotation in dialogue, e.g., <i>He said, "Mom said, 'Clean your room.'"</i> 8. Use parentheses, e.g., <i>A hypothesis (prediction) is a critical component of a scientific investigation.</i> 9. Use a semicolon between two independent clauses connected by a conjunctive adverb, e.g., <i>I studied late into</i>	<b>CMT Editing &amp; Revising</b>	TE: pg. Vol. 1- 197, 255, 313, 334 Vol. 2- 423, 424, 521, 552, 553, 734	TE: pg. Vol. 2- 872	TE: pg. Vol. 1- 36, 60, 84, 100, 214, 347, 378 Vol. 2- 471, 488, 514, 584A, 637, 654, 776, 786	TE: pg. Vol. 1- 19 Vol. 2- 568, 659	TE: pg. Vol. 1- 123, 152, 166, 183, 194, 207, 213, 220, 264, 268, 300, 306, 310, 325, 330, 335, 356, 389, 399, 400, 406, Vol. 2- 450, 485, 506, 513, 533, 568, 577, 593, 595, 600, 622, 637, 638, 645, 647, 649, 655, 658, 663, 679, 689, 707, 719, 744, 769, 778, 780, 785, 795, 807, T33, T34, T43, A4	TE: pg. Vol. 1- 30, 42, 70, 103, 143, 196, 235, 316, 364 Vol. 2- 439, 485, 589, 692

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	<p><i>the night; consequently, I passed the test.</i></p> <p>10. Show agreement of pronoun and its referent, e.g., <i>A person needs his or her own space.</i></p> <p>11. Maintain consistent person.</p> <p>12. Use parallel construction when listing verbs particularly in informational and technical writing.</p> <ul style="list-style-type: none"> <li>- Parallel: <i>A scientist observes, hypothesizes, and analyzes.</i></li> <li>- Not parallel: <i>A scientist observes, hypothesized, and analyzed.</i></li> </ul> <p>13. Use paragraph conventions, e.g., designated by indentation or block format, skipping lines between paragraphs.</p> <p>14. Provide detailed labeling, captions, headings, and subheadings when appropriate.</p> <p>15. Cite sources</p>							
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	according to prescribed format. 16. Use resources to correct own spelling.							
<b>3. Communicating with Others</b> <b>3.1</b> <b>3.2</b>  <b>4. Applying English Language Conventions</b> <b>4.1</b> <b>4.2</b> <b>4.3</b>	<b>Writing Process</b>  17. <b>Plan:</b> gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.  18. <b>Draft:</b> reread text and continue to draft over time.  19. <b>Revise:</b> seek and consider feedback from adults and peers to revise text for content, organization and tone.  20. <b>Edit:</b> use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.  21. <b>Publish/Present:</b> publish and present final products using a	<b>CMT Writing: Expository/Explanatory (compare and contrast)</b>	TE: pg. Vol. 1- 120,128, 255, 328 Vol. 2- 509, 552, 592, 734  <hr/>	TE: pg. Vol. 1- 71, 83-86, 88, 139, 149, 223, 236-237, 288, 375-376, 431-432, 439-441 Vol. 2- 555, 581, 728-730, 738-740, 822-824	TE: pg. Vol. 1- 77, 83, 134, 143, 146, 149, 234-237, 240, 293, 302, 307, 381, 386, 435, 453 Vol. 2- 533, 589, 593, 676, 713A, 731, 768, 805, 839, 843	TE: pg. Vol. 1- 54, 55, 65, 95, 96, 106, 115, 125, 126, 191, 233, 234, 243, 251, 252, 261, 262, 263 Vol. 2- 512, 513, 525, 534, 740, 741, 751, 752	TE: pg. Vol. 1- 133, 207, 208, 213, 257, 264, 268, 300, 330, 355, 356, 392, 400, 406, 413 Vol. 2- 506, 513, 514, 544, 548, 600, 609, 622, 642, 645, 647, 649, 655, 663, 672, 679, 689, 690, 707, 729, 768, 769, 780, 785, 794, 795, 802	TE: pg. Vol. 1- M10, 20, 70, 91, 143, 203, 323, 363 Vol. 2- 465, 597, 723

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	range of graphics and illustrative material , e.g., photos, diagrams, threefold display, informational posters. 22. <b>Reflect:</b> use criteria to choose and defend choices for writing portfolio; select pieces that demonstrate growth.							
<b>3. Communicating with Others</b> <b>3.1</b> <b>3.2</b>  <b>4. Applying English Language Conventions</b> <b>4.1</b> <b>4.2</b> <b>4.3</b>	<b>Writing Genres, Traits and Crafts</b>  <b>Descriptive:</b> 23. Expand upon one idea using additional details to create an image.  <b>Narrative:</b> 24. Write a memoir. 25. Write a mystery with elements, e.g., clues, suspense, red herring.  <b>Expository:</b> 26. Write a compare-contrast essay, grouping similarities together and differences together. 27. Write an informational report using cause-and-	<b>CMT Writing: Expository/Explanatory (compare and contrast)</b>		TE: pg. Vol. 1- 71, 223, 239-240, 288, 352A-352B, 375-376, 431-432, 439-441 Vol. 2- 728-730, 863-868	TE: pg. Vol. 1- 77, 83, 134, 143, 146, 149, 234-237, 240, 293, 302, 307, 381, 386, 435, 453 Vol. 2- 533, 589, 593, 676, 713A, 731, 768, 805, 839, 843	TE: Vol. 1- 54, 55, 65, 66, 70, 129-130, 266, 267 Vol. 2- 512, 513, 525, 534, 680, 681, 682, 740, 741, 751, 786, 787	TE: pg. Vol. 1- 155, 197, 256, 380, 413 Vol. 2- 794, 802	TE: pg. Vol. 1- F13, 17, 38, 99, 156, 179, 230, 287, 323, 359 Vol. 2- 679, 713

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	<p>effect structure.</p> <p>28. Write an informational piece with a spatial order or chronological order.</p> <p>29. Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.</p> <p><b>Persuasive:</b></p> <p>30. Write a persuasive piece using “least to most important” arguments.</p> <p>31. Write a persuasive piece that incorporates research and information.</p> <p><b>Poetic:</b></p> <p>32. Write an ode.</p> <p>33. Write a carpe diem.</p> <p>34. Write a tanka.</p> <p>35. Write a couplet.</p> <p>36. Construct introductions using various approaches, e.g., rhetorical question,</p>							
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	interesting fact, brief history, captivating moment. 37. Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.							
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