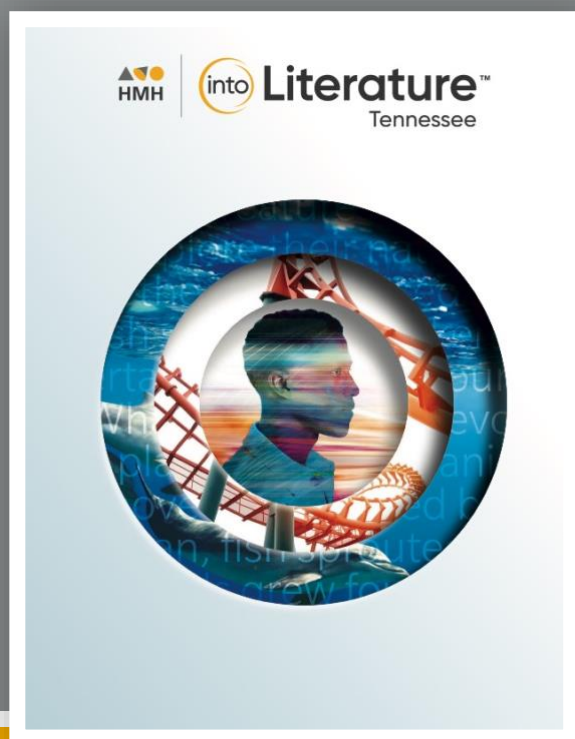


# Correlation Guide to the Tennessee English Language Arts Materials Screening Instrument



**HMH Into Literature Tennessee ©2021  
Grade 6**

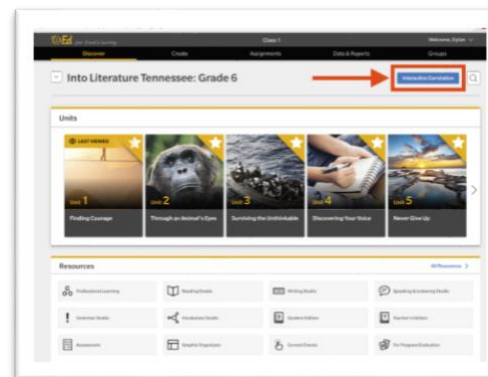


## Instructions for Launching Links to Into Literature Tennessee

### Before You Get Started

- ☐ For the best user experience we recommend using the **Google Chrome™** browser
- ☐ Disable pop-up blockers or allow pop-ups from the HMH Ed site in your browser software
- ☐ Check that your browser is set to open PDF's within the browser window, and not to download PDFs to your computer

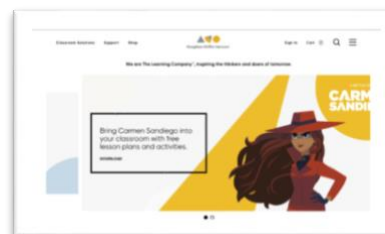
Links to content are embedded in your correlations documents provided. These documents will be provided as PDFs, but can also be accessed from the **HMH Into Literature** sites via the blue button at the top of the introductory page.



Regardless of whether you are reviewing content by clicking links from a correlations document on your desktop, or from via the posted version above, you will need to do two things in order to get started:

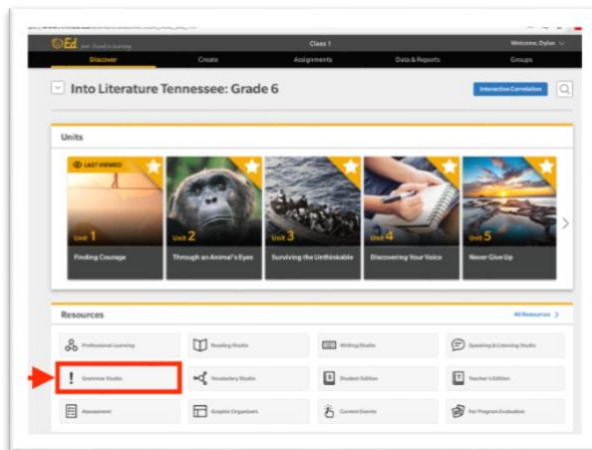
- First, you will need to log on to Ed, our HMH platform, in order to access HMH content
- Second, because some content is interactive, you will need to launch an interactive session that enables the links to be recognized.

This second step is important because without it your browser may redirect you to the **hmhco.com** homepage instead of to the content referenced in the correlation.

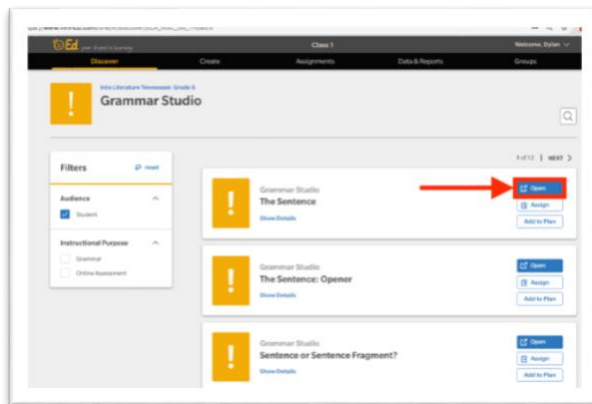


## HMH Into Literature Tennessee 6-12

- ☐ Log on to the platform using the provided credentials
- ☐ Click **Grammar Studio** button (it does not matter what grade is selected)



- ☐ Click to **Open** the first Grammar Studio lesson on the right



- ☐ With this, you have launched an interactive session and the links in your correlations document will now take you directly to the content being referenced.

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***Into Literature Tennessee* ©2021**

correlated to the

**Tennessee**  
**English Language Arts Materials Screening Instrument**

**Grade 6**

<b>SECTION I</b> <b>Alignment to Shifts</b>	
<b>Indicators</b>	<b>HMH <i>Into Literature</i></b>
<b>Knowledge:</b> Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	
a. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	Each unit provides a strategic sequence of texts organized around a theme and Essential Question. TE U1, pp. 1A–1D, 1 TE U2, pp. 90A–90D, 91-91 TE U3, pp. 170A–170D, 170-171 TE U4, pp. 244A–244D, 244-245 TE U5, pp. 330A–330D, 330-331 TE U6, pp. 418A–418D, 418-419
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that support knowledge building.	Academic Vocabulary, Critical Vocabulary, and Vocabulary Strategy features provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary. See the following examples: TE U1, pp. 1, 18 TE U2, pp. 104, 154 TE U3, pp. 186, 204 TE U4, pp. 262, 286 TE U5, pp. 350, 364 TE U6, pp. 419, 432

SECTION I Alignment to Shifts	
Indicators	HMH <i>Into Literature</i>
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	<p>End-of Unit Writing Tasks, Speaking and Listening Tasks, and Reflect on the Unit features provide students with opportunities to demonstrate their literacy skills and knowledge acquisition.</p> <p>TE U1, pp. 80A–89  TE U2, pp. 160A–169  TE U3, pp. 236A–243  TE U4, pp. 322A–329  TE U5, pp. 408A–417  TE U6, pp. 504A–511</p>
<b>Text Complexity:</b> Materials ensure students engage in regular practice with complex text and its academic vocabulary.	
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.	<p>The Notice and Note Reading Model at the beginning of each unit serves as the unit anchor text. See the Text Complexity chart for each selection. Examples:</p> <p>TE U1, pp. 2A, 2–3, 7–15  TE U2, pp. 92A, 92–93, 97–101  TE U3, pp. 172A, 172–173, 177–182  TE U4, pp. 246A, 246–247, 251–258  TE U5, pp. 332A, 332–333, 337–346  TE U6, pp. 420A, 420–421, 425–428</p>
e. Text plays a central role in the English class period.	<p>Reading, writing, research, and speaking and listening activities are text-based throughout the program. See the following examples:</p> <p>TE U1, pp. 38, 39  TE U2, pp. 91, 113  TE U3, pp. 185, 232–233  TE U4, pp. 260, 261  TE U5, pp. 404–405  TE U6, pp. 430, 431</p>

SECTION I Alignment to Shifts	
Indicators	HMH <i>Into Literature</i>
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	The selections and Independent Readings in each unit provide a balance of both literature and informational text. See the Table of Contents, pp. T6–T17.
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	
g. <b>Text-dependent questions:</b>	
<ul style="list-style-type: none"> <li>At least 80% of questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li> </ul>	<p>See the guided reading questions within each selection and the Analyze the Text pages that follow each selection. Examples:</p> <p>TE U1, pp. 13, 16  TE U2, pp. 149, 152  TE U3, pp. 179, 184  TE U4, pp. 271, 274  TE U5, pp. 345, 348  TE U6, pp. 428, 430</p>
<ul style="list-style-type: none"> <li>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li> </ul>	<p>See the guided reading questions within each selection and the Analyze the Text pages that follow each selection. Examples:</p> <p>TE U1, pp. 31, 38  TE U2, pp. 136, 138  TE U3, pp. 224, 228  TE U4, pp. 281, 284  TE U5, pp. 355, 362  TE U6, pp. 476, 480</p>

SECTION I Alignment to Shifts	
Indicators	HMH <i>Into Literature</i>
h. <b>Writing to sources:</b> At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	<p>Writing tasks throughout the unit provide opportunities for students to respond to texts using textual evidence. See the following examples:</p> <p>TE U1, pp. 39, 80–86  TE U2, pp. 127, 160–166  TE U3, pp. 185, 233  TE U4, pp. 261, 297  TE U5, pp. 363, 401  TE U6, pp. 455, 497</p>
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	<p>Each unit provides opportunities for text-based collaborative discussion related to a selection. See the following examples:</p> <p>TE U1, pp. 33, 55, 76  TE U2, pp. 110, 127  TE U3, pp. 185, 232  TE U4, pp. 261, 305  TE U5, pp. 349, 404  TE U6, pp. 419, 497</p>

SECTION II			
Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>READING STANDARDS: Key Ideas and Details – Standard 1 R.KID.1</b>			
<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>			
<b>Literature</b>			
<b>6.RL.KID.1</b>	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	<b>SE:</b> 21, 59–73, 76, 102, 107, 112, 138, 140–141, 274, 284, 290–292, 296–297, 298–299, 368–372, 404–405, 454, 485	<b>SE:</b> <a href="#">21</a> , <a href="#">59–73</a> , <a href="#">102</a> , <a href="#">107</a> , <a href="#">112</a> , <a href="#">290–292</a> , <a href="#">296–297</a> , <a href="#">368–372</a> , <a href="#">404–405</a> , <a href="#">485</a>
<b>Informational Text</b>			
<b>6.RI.KID.1</b>	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	<b>SE:</b> 29, 31, 33, 35–36, 38–39, 76, 120, 202, 277, 281–282, 284, 348, 400, 404–405, 423, 427, 428, 430	<b>SE:</b> <a href="#">29</a> , <a href="#">31</a> , <a href="#">33</a> , <a href="#">35–36</a> , <a href="#">38–39</a> , <a href="#">277</a> , <a href="#">281–282</a> , <a href="#">404–405</a> , <a href="#">423</a> , <a href="#">428</a>
<b>READING STANDARDS: Key Ideas and Details – Standard 2 R.KID.2</b>			
<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Literature</b>			
<b>6.RL.KID.2</b>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	<b>SE:</b> 58, 72, 76, 107, 109, 111, 112, 130, 140–141, 172–173, 207–208, 218, 221, 228, 232, 298, 360, 368–369, 372, 454, 458, 466, 468–469, 470, 480, 484, 485–486, 492, 494, 495, 496, 497, 500–501	<b>SE:</b> <a href="#">107</a> , <a href="#">109</a> , <a href="#">140–141</a> , <a href="#">207–208</a> , <a href="#">221</a> , <a href="#">232</a> , <a href="#">468–469</a> , <a href="#">485–486</a> , <a href="#">492</a> , <a href="#">494</a>



SECTION II			
Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>Informational Text</b>			
<b>6.RI.KID.2</b>	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	<b>SE:</b> 29, 32, 46, 47, 54, 57, 76–77, 79, 117, 120–126, 152, 191, 193, 246–247, 249, 257, 260–261, 277, 335, 345, 348, 374, 375–376, 379, 387, 391–392, 395, 398, 400, 401, 404–405, 423, 427, 428, 430, 431	<b>SE:</b> <a href="#">76–77</a> , <a href="#">117</a> , <a href="#">120–126</a> , <a href="#">193</a> , <a href="#">246–247</a> , <a href="#">249</a> , <a href="#">260–261</a> , <a href="#">335</a> , <a href="#">375–376</a> , <a href="#">387</a>
<b>READING STANDARDS: Key Ideas and Details – Standard 3 R.KID.3</b> <b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Literature</b>			
<b>6.RL.KID.3</b>	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	<b>SE:</b> 2–3, 5–14, 16, 59, 92–93, 172–173, 175, 185, 221, 228, 353–362, 359, 360, 362, 435, 438–455, 445, 451, 454, 455, 470, 471–473, 476–478, 480, 484, 488, 493, 496, 500–501	<b>SE:</b> <a href="#">2–3</a> , <a href="#">5–14</a> , <a href="#">16</a> , <a href="#">353–362</a> , <a href="#">435</a> , <a href="#">438–455</a> , <a href="#">471–473</a> , <a href="#">476–478</a> , <a href="#">480</a> , <a href="#">500–501</a>
<b>Informational Text</b>			
<b>6.RI.KID.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	<b>SE:</b> 29–32, 38, 47–48, 52, 117–124, 143–146, 148–149, 152, 156, 196, 198, 249, 253, 255, 260, 318, 333, 335, 375, 391–396, 400–401, 404–405, 421, 423	<b>SE:</b> <a href="#">29–32</a> , <a href="#">38</a> , <a href="#">47–48</a> , <a href="#">117–124</a> , <a href="#">143–146</a> , <a href="#">148–149</a> , <a href="#">152</a> , <a href="#">156</a> , <a href="#">391–396</a> , <a href="#">400–401</a>

SECTION II			
Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH Into Literature	Links
<b>READING STANDARDS: Craft and Structure – Standard 4 R.CS.4</b> <b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>			
<b>Literature</b>			
<b>6.RL.CS.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	SE: 18, 72, 74, 95, 99, 131–132, 134–135, 138, 207, 208, 211, 213, 218, 221–222, 230, 277, 289, 290, 292, 294, 296–298, 459, 460, 466, 498  <b>Vocabulary Studio:</b> Denotation and Connotation	SE: <a href="#">131–132</a> , <a href="#">134–135</a> , <a href="#">138</a> , <a href="#">221–222</a> , <a href="#">290</a> , <a href="#">292</a> , <a href="#">296–298</a> , <a href="#">460</a> , <a href="#">466</a>  <b>Vocabulary Studio:</b> <a href="#">Denotation and Connotation</a>
<b>Informational Text</b>			
<b>6.RI.CS.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SE: 54, 123, 146, 156, 163, 193, 200, 202, 204, 247, 258, 262, 277–278, 316, 340, 400, 402, 421, 426, 432  <b>Vocabulary Studio:</b> Denotation and Connotation	SE: <a href="#">123</a> , <a href="#">156</a> , <a href="#">163</a> , <a href="#">202</a> , <a href="#">204</a> , <a href="#">262</a> , <a href="#">277–278</a> , <a href="#">402</a> , <a href="#">421</a>  <b>Vocabulary Studio:</b> <a href="#">Denotation and Connotation</a>
<b>READING STANDARDS: Craft and Structure – Standard 5 R.CS.5</b> <b>Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>			
<b>Literature</b>			
<b>6.RL.CS.5</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SE: 5, 8, 13, 22, 24–26, 59, 68, 72, 107, 140–141, 207, 212, 214, 216, 232, 265, 274, 353–360, 362, 367, 369–370, 372, 459, 466, 471, 476, 478, 480, 485–486, 493–494, 500–501	SE: <a href="#">22</a> , <a href="#">24–26</a> , <a href="#">140–141</a> , <a href="#">353–360</a> , <a href="#">362</a> , <a href="#">367</a> , <a href="#">369–370</a> , <a href="#">372</a> , <a href="#">485–486</a> , <a href="#">493–494</a>

SECTION II			
Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>Informational Text</b>			
<b>6.RI.CS.5</b>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>SE:</b> 29–32, 38, 47–48, 49, 51, 52–53, 54, 117–120, 124, 126, 143, 145–146, 148–149, 152, 156, 249, 252–253, 260, 318, 335, 337, 375, 379, 386, 391–396, 400–401, 405, 423, 425, 430	<b>SE:</b> <a href="#">29–32</a> , <a href="#">47–48</a> , <a href="#">52–53</a> , <a href="#">117–120</a> , <a href="#">126</a> , <a href="#">143</a> , <a href="#">145–146</a> , <a href="#">152</a> , <a href="#">391–396</a> , <a href="#">400–401</a>
<b>READING STANDARDS: Craft and Structure – Standard 6 R.CS.6</b> <b>Cornerstone: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b>Literature</b>			
<b>6.RL.CS.6</b>	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	<b>SE:</b> 21, 95–97, 99–100, 102, 107, 110, 112, 221, 225, 228, 298, 471, 474, 476, 480	<b>SE:</b> <a href="#">95–97</a> , <a href="#">99–100</a> , <a href="#">102</a> , <a href="#">107</a> , <a href="#">110</a> , <a href="#">112</a> , <a href="#">298</a> , <a href="#">471</a> , <a href="#">474</a> , <a href="#">476</a>
<b>Informational Text</b>			
<b>6.RI.CS.6</b>	Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.	<b>SE:</b> 42–44, 143, 156, 193, 196–198, 202, 246–247, 277, 281–282, 284–285, 333, 335, 337–338, 348, 375, 423	<b>SE:</b> <a href="#">42–44</a> , <a href="#">193</a> , <a href="#">196–198</a> , <a href="#">202</a> , <a href="#">246–247</a> , <a href="#">277</a> , <a href="#">281–282</a> , <a href="#">284–285</a> , <a href="#">333</a> , <a href="#">337–338</a>
<b>READING STANDARDS: Integration of Knowledge and Ideas – Standard 7 R.IKI.7</b> <b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>			
<b>Literature</b>			
<b>6.RL.IKI.7</b>	Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	<b>SE:</b> 27, 188–191, 219, 373, 435, 455	<b>SE:</b> <a href="#">27</a> , <a href="#">188–191</a> , <a href="#">219</a> , <a href="#">373</a> , <a href="#">435</a> , <a href="#">455</a>

SECTION II			
Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH Into Literature	Links
<b>Informational Text</b>			
<b>6.RI.IKI.7</b>	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	<b>SE:</b> 42–44, 47, 54, 76–77, 156–157, 188–191, 249, 252–257, 260–261, 375, 379–381, 383, 386–387, 396, 404–405	<b>SE:</b> <a href="#">42–44</a> , <a href="#">188–191</a> , <a href="#">249</a> , <a href="#">252–257</a> , <a href="#">260–261</a> , <a href="#">375</a> , <a href="#">379–381</a> , <a href="#">383</a> , <a href="#">386–387</a> , <a href="#">404–405</a>
<b>READING STANDARDS: Integration of Knowledge and Ideas – Standard 8 R.IKI.8</b> <b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Literature: Not Applicable</b>			
<b>Informational Text</b>			
<b>6.RI.IKI.8</b>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SE:</b> 143–152, 156–157, 301–307, 309, 311–314, 318	<b>SE:</b> <a href="#">143–152</a> , <a href="#">156–157</a> , <a href="#">301–307</a> , <a href="#">309</a> , <a href="#">311–314</a> , <a href="#">318</a>
<b>READING STANDARDS: Integration of Knowledge and Ideas – Standard 9 R.IKI.9</b> <b>Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</b>			
<b>Literature</b>			
<b>6.RL.IKI.9</b>	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	<b>SE:</b> 58, 76–77, 130–132, 140–141, 206–208, 220–222, 232, 288–290, 298–299, 458–460, 468–469, 470–472, 484–486, 500–501	<b>SE:</b> <a href="#">76–77</a> , <a href="#">130–132</a> , <a href="#">140–141</a> , <a href="#">206–208</a> , <a href="#">220–222</a> , <a href="#">232</a> , <a href="#">288–290</a> , <a href="#">298–299</a> , <a href="#">468–469</a> , <a href="#">500–501</a>

SECTION II Alignment to Tennessee English Language Arts Standards		
Tennessee ELA Standards	HMH <i>Into Literature</i>	Links
<b>Informational Text</b>		
<b>6.RI.IKI.9</b>	Compare and contrast two or more authors' presentation of the same topic or event.	<b>SE:</b> 142–144, 156, 300–302, 314, 318, 374–376, 390–392, 404–405
		<b>SE:</b> <a href="#">142–144</a> , <a href="#">156</a> , <a href="#">300–302</a> , <a href="#">314</a> , <a href="#">318</a> , <a href="#">374–376</a> , <a href="#">390–392</a> , <a href="#">404–405</a>
<b>READING STANDARDS: Range of Reading and Level of Text Complexity – Standard 10 R.RRTC.10</b> <b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>		
<b>Literature</b>		
<b>6.RL.RRTC.10</b>	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<b>SE:</b> 7–15, 23–25, 61–71, 97–101, 109–111, 133–135, 136–137, 132, 175, 177–182, 209–216, 223–227, 267–272, 279–282, 291–292, 294, 355–360, 369–370, 437–453, 454, 461–462, 464–465, 473–478, 487–494
		<b>SE:</b> <a href="#">7–15</a> , <a href="#">61–71</a> , <a href="#">97–101</a> , <a href="#">177–182</a> , <a href="#">209–216</a> , <a href="#">291–292</a> , <a href="#">355–360</a> , <a href="#">437–453</a> , <a href="#">464–465</a> , <a href="#">473–478</a>
<b>Informational Text</b>		
<b>6.RI.RRTC.10</b>	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<b>SE:</b> 31–37, 49–53, 119–125, 145–146, 148–150, 195–201, 251–258, 303–307, 308–312, 337–346, 377–385, 393–399, 425–428
		<b>SE:</b> <a href="#">31–37</a> , <a href="#">119–125</a> , <a href="#">195–201</a> , <a href="#">251–258</a> , <a href="#">303–307</a> , <a href="#">308–312</a> , <a href="#">337–346</a> , <a href="#">377–385</a> , <a href="#">393–399</a> , <a href="#">425–428</a>

SECTION II Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>WRITING STANDARDS: Text Types and Protocol – Standard 1 W.TTP.1</b> <b>Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>			
<b>6.W.TTP.1</b>	Write arguments to support claims with clear reasons and relevant evidence.		
<b>6.W.TTP.1.a</b>	Introduce claim(s).	<b>SE:</b> 153, 160–162, 164, 166, 315, 322–324, 326, 328  <b>Writing Studio:</b> Writing Arguments: What Is a Claim?	<b>SE:</b> <a href="#">153</a> , <a href="#">160–162</a> , <a href="#">164</a> , <a href="#">166</a> , <a href="#">315</a> , <a href="#">322–324</a> , <a href="#">326</a> , <a href="#">328</a>  <b>Writing Studio:</b> <a href="#">Writing Arguments: What Is a Claim?</a>
<b>6.W.TTP.1.b</b>	Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).	<b>SE:</b> 153, 160–162, 164, 166, 315, 322–324, 326, 328  <b>Writing Studio:</b> Writing Arguments: Reasons and Evidence <b>Writing Studio:</b> Writing Arguments: Building Effective Support <b>Writing Studio:</b> Using Textual Evidence	<b>SE:</b> <a href="#">160–162</a> , <a href="#">164</a> , <a href="#">166</a> , <a href="#">322–324</a> , <a href="#">326</a> , <a href="#">328</a>  <b>Writing Studio:</b> <a href="#">Writing Arguments: Support: Reasons and Evidence</a> <b>Writing Studio:</b> <a href="#">Writing Arguments: Building Effective Support</a> <b>Writing Studio:</b> <a href="#">Using Textual Evidence</a>
<b>6.W.TTP.1.c</b>	Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.	<b>SE:</b> 153, 160–162, 163, 164, 166, 315, 322–324, 326, 328  <b>Writing Studio:</b> Writing Arguments: Creating a Coherent Argument <b>Writing Studio:</b> Writing Arguments: Reasons and Evidence	<b>SE:</b> <a href="#">160–162</a> , <a href="#">164</a> , <a href="#">166</a> , <a href="#">315</a> , <a href="#">322–324</a> , <a href="#">326</a> , <a href="#">328</a>  <b>Writing Studio:</b> <a href="#">Writing Arguments: Creating a Coherent Argument</a> <b>Writing Studio:</b> <a href="#">Writing Arguments: Support: Reasons and Evidence</a>

SECTION II Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.W.TTP.1.d</b>	Use credible sources and demonstrate an understanding of the topic or source material.	<b>SE:</b> 153, 160–162, 163, 164, 166, 315, 322–324, 326, 328, 408–409  <b>Writing Studio:</b> Evaluating Sources <b>Writing Studio:</b> Writing Arguments <b>Writing Studio:</b> Using Textual Evidence	<b>SE:</b> <a href="#">160–162</a> , <a href="#">164</a> , <a href="#">166</a> , <a href="#">322–324</a> , <a href="#">326</a> , <a href="#">328</a> , <a href="#">408–409</a>  <a href="#">Writing Studio: Evaluating Sources for Reliability</a> <a href="#">Writing Studio: Writing Arguments</a> <a href="#">Writing Studio: Using Textual Evidence</a>
<b>6.W.TTP.1.e</b>	Craft an effective and relevant conclusion that supports the argument presented.	<b>SE:</b> 153, 160, 162, 164, 166, 315, 322, 324, 326, 328  <b>Writing Studio:</b> Writing Arguments: Concluding Your Argument	<b>SE:</b> <a href="#">160</a> , <a href="#">162</a> , <a href="#">164</a> , <a href="#">166</a> , <a href="#">315</a> , <a href="#">322</a> , <a href="#">324</a> , <a href="#">326</a> , <a href="#">328</a>  <a href="#">Writing Studio: Writing Arguments: Concluding Your Argument</a>
<b>6.W.TTP.1.f</b>	Use precise language and content-specific vocabulary.	<b>SE:</b> 153, 160, 164, 166, 315, 322, 325, 326, 328  <b>Writing Studio:</b> Writing Arguments: Formal Style <b>Writing Studio:</b> Writing as a Process: Revising and Editing <b>Vocabulary Studio:</b> Level Up Tutorials: Academic Vocabulary and Word Knowledge <b>Vocabulary Studio:</b> Specialized Vocabulary	<b>SE:</b> <a href="#">153</a> , <a href="#">160</a> , <a href="#">164</a> , <a href="#">166</a> , <a href="#">322</a> , <a href="#">325</a> , <a href="#">326</a> , <a href="#">328</a>  <a href="#">Writing Studio: Writing Arguments: Formal Style</a> <a href="#">Vocabulary Studio: Specialized Vocabulary</a>
<b>6.W.TTP.1.g</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>SE:</b> 163, 164, 166, 328; also see 39, 84, 86, 127, 205, 242, 363, 392, 401, 412, 414, 416  <b>Writing Studio:</b> Writing Arguments: Creating a Coherent Argument	<b>SE:</b> <a href="#">163</a> , <a href="#">166</a> , <a href="#">164</a> , <a href="#">328</a>  <a href="#">Writing Studio: Writing Arguments: Creating a Coherent Argument</a>

SECTION II Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.W.TTP.1.h</b>	Use varied sentence structure to enhance meaning and reader interest.	SE: 164, 165, 326, 327; also see: 85, 509  <b>Writing Studio:</b> Writing Arguments: Formal Style <b>Writing Studio:</b> Writing as a Process: Revising and Editing	SE: <a href="#">85</a> , <a href="#">164</a> , <a href="#">165</a> , <a href="#">326</a> , <a href="#">327</a> , <a href="#">509</a>  <a href="#">Writing Studio: Writing Arguments: Formal Style</a> <a href="#">Writing Studio: Writing as a Process: Revising and Editing</a>
<b>6.W.TTP.1.i</b>	Establish and maintain a formal style.	SE: 153, 160, 162, 322, 325, 327, 349; also see 17, 168, 325, 408, 413, 414  <b>Writing Studio:</b> Writing Arguments: Formal Style <b>Writing Studio:</b> Writing as a Process: Revising and Editing	SE: <a href="#">153</a> , <a href="#">160</a> , <a href="#">162</a> , <a href="#">322</a> , <a href="#">325</a> , <a href="#">327</a> , <a href="#">349</a>  <a href="#">Writing Studio: Writing Arguments: Formal Style</a> <a href="#">Writing Studio: Writing as a Process: Revising and Editing</a>
<b>WRITING STANDARDS: Text Types and Protocol – Standard 2 W.TTP.2</b> <b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>			
<b>6.W.TTP.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
<b>6.W.TTP.2.a</b>	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.	SE: 39, 73, 80–81, 82, 83, 84, 86, 127, 185, 191, 285, 297, 363, 408, 410, 412, 414, 455, 497  <b>Writing Studio:</b> Writing Informative Texts: Introductions and Conclusions <b>Writing Studio:</b> Writing Informative Texts: Organizing Ideas <b>Writing Studio:</b> Using Textual Evidence <b>Writing Studio:</b> Writing as Process	SE: <a href="#">80–81</a> , <a href="#">84</a> , <a href="#">86</a> , <a href="#">408</a> , <a href="#">410</a> , <a href="#">412</a> , <a href="#">414</a>  <a href="#">Writing Studio: Writing Informative Texts: Introductions and Conclusions</a> <a href="#">Writing Studio: Writing Informative Texts: Organizing Ideas</a> <a href="#">Writing Studio: Writing Informative Texts: Using Textual Evidence</a> <a href="#">Writing Studio: Writing as Process</a>



<b>SECTION II</b> <b>Alignment to Tennessee English Language Arts Standards</b>			
<b>Tennessee ELA Standards</b>		<b>HMH <i>Into Literature</i></b>	<b>Links</b>
<b>6.W.TTP.2.b</b>	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.	<b>SE:</b> 39, 73, 80–82, 84, 86, 127, 185, 191, 285, 297, 363, 408, 410, 412–414, 455, 497  <b>Writing Studio:</b> Writing Informative Texts: Introductions and Conclusions <b>Writing Studio:</b> Writing Informative Texts: Organizing Ideas <b>Writing Studio:</b> Using Textual Evidence	<b>SE:</b> <a href="#">80–82</a> , <a href="#">84</a> , <a href="#">86</a> , <a href="#">408</a> , <a href="#">410</a> , <a href="#">412–414</a>  <a href="#">Writing Studio: Writing Informative Texts: Introductions and Conclusions</a> <a href="#">Writing Studio: Writing Informative Texts: Organizing Ideas</a>
<b>6.W.TTP.2.c</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>SE:</b> 39, 73, 80, 82–84, 86, 185, 285, 297, 408–410, 412, 414, 455, 497  <b>Writing Studio:</b> Writing Informative Texts: Developing a Topic <b>Writing Studio:</b> Writing Informative Texts: Elaboration <b>Writing Studio:</b> Using Textual Evidence	<b>SE:</b> <a href="#">80</a> , <a href="#">82–84</a> , <a href="#">86</a> , <a href="#">408–410</a> , <a href="#">412</a> , <a href="#">414</a>  <a href="#">Writing Studio: Writing Informative Texts: Developing a Topic</a> <a href="#">Writing Studio: Writing Informative Texts: Elaboration</a> <a href="#">Writing Studio: Using Textual Evidence</a>
<b>6.W.TTP.2.d</b>	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.	<b>SE:</b> 39, 73, 80, 82–84, 86, 185, 297, 408–410, 412, 414, 455, 497  <b>Writing Studio:</b> Writing Informative Texts: Elaboration <b>Writing Studio:</b> Using Textual Evidence	<b>SE:</b> <a href="#">80</a> , <a href="#">82–84</a> , <a href="#">86</a> , <a href="#">408–410</a> , <a href="#">412</a> , <a href="#">414</a>  <a href="#">Writing Studio: Writing Informative Texts: Elaboration</a> <a href="#">Writing Studio: Using Textual Evidence</a>

SECTION II Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.W.TTP.2.e</b>	Craft an effective and relevant conclusion.	SE: 39, 73, 80, 84, 86, 127, 408, 410, 412, 414  <b>Writing Studio:</b> Writing Informative Texts: Introductions and Conclusions	SE: <a href="#">80</a> , <a href="#">84</a> , <a href="#">86</a> , <a href="#">408</a> , <a href="#">410</a> , <a href="#">412</a> , <a href="#">414</a>  <a href="#">Writing Studio: Writing Informative Texts: Introductions and Conclusions</a>
<b>6.W.TTP.2.f</b>	Include formatting, graphics, and multimedia when appropriate.	SE: 17, 45, 87, 141, 167, 203, 261, 319, 415  <b>Writing Studio:</b> Writing Informative Texts: Using Graphics and Multimedia <b>Writing Studio:</b> Producing and Publishing with Technology: Writing for the Internet <b>Writing Studio:</b> Writing Informative Texts: Organizing Ideas	SE: <a href="#">17</a> , <a href="#">87</a> , <a href="#">141</a> , <a href="#">167</a> , <a href="#">203</a> , <a href="#">261</a> , <a href="#">319</a> , <a href="#">415</a>  <a href="#">Writing Studio: Writing Informative Texts: Using Graphics and Multimedia</a> <a href="#">Writing Studio: Producing and Publishing with Technology: Writing for the Internet</a>
<b>6.W.TTP.2.g</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 80, 84, 86, 127, 392, 401, 408, 412, 413, 414  <b>Writing Studio:</b> Writing Informative Texts: Organizing Ideas	SE: <a href="#">80</a> , <a href="#">84</a> , <a href="#">86</a> , <a href="#">127</a> , <a href="#">392</a> , <a href="#">401</a> , <a href="#">412</a> , <a href="#">413</a> , <a href="#">414</a>  <a href="#">Writing Studio: Writing Informative Texts: Organizing Ideas</a>
<b>6.W.TTP.2.h</b>	Use precise language and domain-specific vocabulary.	SE: 80, 85–86, 408, 411–412, 413–414  <b>Writing Studio:</b> Writing Informative Texts: Precise Language and Vocabulary	SE: <a href="#">80</a> , <a href="#">85–86</a> , <a href="#">408</a> , <a href="#">411–412</a> , <a href="#">413–414</a>  <a href="#">Writing Studio: Writing Informative Texts: Precise Language and Vocabulary</a>

SECTION II Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.W.TTP.2.i</b>	Use varied sentence structure to enhance meaning and reader interest.	SE: 41, 84–86, 403, 413–414, 433	SE: <a href="#">41</a> , <a href="#">84–86</a> , <a href="#">403</a> , <a href="#">412</a> , <a href="#">413–414</a> , <a href="#">433</a>
<b>6.W.TTP.2.j</b>	Establish and maintain a formal style.	SE: 17, 275, 408, 413–414  <b>Writing Studio:</b> Writing Informative Texts: Formal Style <b>Writing Studio:</b> Writing as a Process: Revising and Editing	SE: <a href="#">17</a> , <a href="#">275</a> , <a href="#">408</a> , <a href="#">413–414</a>  <a href="#">Writing Studio: Writing Informative Texts: Formal Style</a> <a href="#">Writing Studio: Writing as a Process: Revising and Editing</a>
<b>WRITING STANDARDS: Text Types and Protocol – Standard 3 W.TTP.3</b> <b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>			
<b>6.W.TTP.3</b>	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.		
<b>6.W.TTP.3.a</b>	Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.	SE: 45, 103, 236–237, 238–240, 242, 504–505, 508, 510  <b>Writing Studio:</b> Writing Narratives: Narrative Context <b>Writing Studio:</b> Writing Narratives: Point of View and Characters	SE: <a href="#">45</a> , <a href="#">236–237</a> , <a href="#">240</a> , <a href="#">242</a> , <a href="#">504–505</a> , <a href="#">508</a> , <a href="#">510</a>  <a href="#">Writing Studio: Writing Narratives: Narrative Context</a> <a href="#">Writing Studio: Writing Narratives: Point of View and Characters</a>

SECTION II Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.W.TTP.3.b</b>	Organize an event sequence that unfolds naturally and logically.	SE: 45, 103, 236, 237–240, 242, 504–506, 508, 510  <b>Writing Studio:</b> Writing Narratives: Narrative Structure	SE: <a href="#">45</a> , <a href="#">103</a> , <a href="#">236</a> , <a href="#">237–240</a> , <a href="#">242</a> , <a href="#">504–506</a> , <a href="#">508</a> , <a href="#">510</a>  <a href="#">Writing Studio: Writing Narratives: Narrative Structure</a>
<b>6.W.TTP.3.c</b>	Create a smooth progression of experiences or events.	SE: 236, 238–240, 242, 504–506, 508, 510  <b>Writing Studio:</b> Writing Narratives: Narrative Structure	SE: <a href="#">236</a> , <a href="#">238–240</a> , <a href="#">242</a> , <a href="#">504</a> , <a href="#">506</a> , <a href="#">508</a> , <a href="#">510</a>  <a href="#">Writing Studio: Writing Narratives: Narrative Structure</a>
<b>6.W.TTP.3.d</b>	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.	SE: 45, 103, 236, 239–240, 242, 481, 504, 506–510  Writing Studio: Writing Narratives: Narrative Techniques Writing Studio: Writing Narratives: The Language of Narrative	SE: <a href="#">45</a> , <a href="#">103</a> , <a href="#">236</a> , <a href="#">239–240</a> , <a href="#">242</a> , <a href="#">504</a> , <a href="#">506–510</a>  <a href="#">Writing Studio: Writing Narratives: Narrative Techniques</a> <a href="#">Writing Studio: Writing Narratives: The Language of Narrative</a>
<b>6.W.TTP.3.e</b>	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.	SE: 105, 239–240, 242, 508  <b>Writing Studio:</b> Writing Narratives: Narrative Structure	SE: <a href="#">105</a> , <a href="#">239–240</a> , <a href="#">242</a> , <a href="#">508</a>  <a href="#">Writing Studio: Writing Narratives: Narrative Structure</a>

SECTION II Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.W.TTP.3.f</b>	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.	SE: 236–237, 240, 242, 504, 506, 510  Writing Studio: Writing Narratives: Narrative Structure	SE: <a href="#">236–237</a> , <a href="#">240</a> , <a href="#">242</a> , <a href="#">504</a> , <a href="#">506</a> , <a href="#">510</a>  <a href="#">Writing Studio: Writing Narratives: Narrative Structure</a>
<b>6.W.TTP.3.g</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE: 45, 219, 229, 236–237, 239–242, 504, 507–510  Writing Studio: Writing Narratives: The Language of Narrative	SE: <a href="#">45</a> , <a href="#">236–237</a> , <a href="#">239–242</a> , <a href="#">504</a> , <a href="#">507–510</a>  <a href="#">Writing Studio: Writing Narratives: The Language of Narrative</a>
<b>WRITING STANDARDS: Production and Distribution of Writing – Standard 4 W.PDW.4</b> <b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>			
<b>6.W.PDW.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	SE: 80–86, 160–166, 236–242, 322–328, 408–414, 504–510  Writing Studio: Writing as a Process: Task, Purpose, and Audience Writing Studio: Writing Arguments: Introduction Writing Studio: Writing Informative Texts: Introduction Writing Studio: Writing Narratives: Introduction	SE: <a href="#">80–86</a> , <a href="#">160–166</a> , <a href="#">236–242</a> , <a href="#">322–328</a> , <a href="#">408–414</a> , <a href="#">504–510</a>  <a href="#">Writing Studio: Writing as a Process: Task, Purpose, and Audience</a> <a href="#">Writing Studio: Writing Arguments: Introduction</a> <a href="#">Writing Studio: Writing Informative Texts: Introduction</a> <a href="#">Writing Studio: Writing Narratives: Introduction</a>

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<b>WRITING STANDARDS: Production and Distribution of Writing – Standard 5 W.PDW.5</b> <b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>			
<b>6.W.PDW.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)	<b>SE:</b> 80–85, 160–165, 236–241, 322–327, 408–413, 504–509  <b>Writing Studio:</b> Writing as a Process: Planning and Drafting <b>Writing Studio:</b> Writing as a Process: Revising and Editing <b>Writing Studio:</b> Writing as a Process: Trying a New Approach	<b>SE:</b> <a href="#">80–85</a> , <a href="#">160–165</a> , <a href="#">236–241</a> , <a href="#">322–327</a> , <a href="#">408–413</a> , <a href="#">504–509</a>  <b>Writing Studio:</b> <a href="#">Writing as a Process: Planning and Drafting</a> <b>Writing Studio:</b> <a href="#">Writing as a Process: Revising and Editing</a> <b>Writing Studio:</b> <a href="#">Writing as a Process: Trying a New Approach</a>
<b>WRITING STANDARDS: Production and Distribution of Writing – Standard 6 W.PDW.6</b> <b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>			
<b>6.W.PDW.6</b>	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	<b>SE:</b> 45, 82, 85, 87–88, 162, 165, 167–168, 203, 233, 238, 241, 322–327, 324, 327, 373, 409, 410, 413, 415–416, 506, 509  <b>Writing Studio:</b> Producing and Publishing with Technology: Using Technology to Collaborate <b>Writing Studio:</b> Producing and Publishing with Technology: Writing for the Internet <b>Writing Studio:</b> Producing and Publishing with Technology: Interacting with Your Online Audience	<b>SE:</b> <a href="#">45</a> , <a href="#">87–88</a> , <a href="#">167–168</a> , <a href="#">203</a> , <a href="#">322–327</a> , <a href="#">373</a> , <a href="#">415–416</a>  <b>Writing Studio:</b> <a href="#">Producing and Publishing with Technology: Using Technology to Collaborate</a> <b>Writing Studio:</b> <a href="#">Producing and Publishing with Technology: Writing for the Internet</a> <b>Writing Studio:</b> <a href="#">Producing and Publishing with Technology: Interacting with Your Online Audience</a>

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Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>WRITING STANDARDS: Research to Build and Present Knowledge – Standard 7 W.RBPK.7</b> <b>Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</b>			
<b>6.W.RBPK.7</b>	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	<b>SE:</b> 16–17, 26, 38, 72, 77, 102, 112, 126–127, 138, 152–153, 157, 190, 202, 218, 228, 233, 260, 274, 314, 319, 348, 362, 372, 400, 408–414  <b>Writing Studio:</b> Conducting Research: Starting Your Research <b>Writing Studio:</b> Conducting Research: Types of Sources <b>Writing Studio:</b> Conducting Research: Using the Library for Research <b>Writing Studio:</b> Conducting Research: Conducting Field Research <b>Writing Studio:</b> Conducting Research: Using the Internet for Research <b>Writing Studio:</b> Conducting Research: Refocusing Your Inquiry	<b>SE:</b> <a href="#">16–17</a> , <a href="#">77</a> , <a href="#">126–127</a> , <a href="#">152–153</a> , <a href="#">157</a> , <a href="#">233</a> , <a href="#">319</a> , <a href="#">408–414</a>  <b>Writing Studio:</b> <a href="#">Conducting Research: Starting Your Research</a> <b>Writing Studio:</b> <a href="#">Conducting Research: Refocusing Your Inquiry</a>

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Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>WRITING STANDARDS: Research to Build and Present Knowledge – Standard 8 W.RBPK.8</b>			
<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>			
<b>6.W.RBPK.8</b>	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>SE:</b> 26, 54, 77, 152–153, 157, 184, 190, 228, 233, 319, 348, 408–414  <b>Writing Studio:</b> Evaluating Sources: Evaluating Sources for Usefulness <b>Writing Studio:</b> Evaluating Sources: Evaluating Sources for Reliability <b>Writing Studio:</b> Conducting Research: Types of Sources <b>Writing Studio:</b> Conducting Research: Using the Library for Research <b>Writing Studio:</b> Conducting Research: Using the Internet for Research <b>Writing Studio:</b> Conducting Research: Taking Notes <b>Writing Studio:</b> Using Textual Evidence: Summarizing, Paraphrasing, and Quoting <b>Writing Studio:</b> Using Textual Evidence: Attribution	<b>SE:</b> <a href="#">54</a> , <a href="#">77</a> , <a href="#">152–153</a> , <a href="#">157</a> , <a href="#">233</a> , <a href="#">319</a> , <a href="#">408–414</a>  <a href="#">Writing Studio: Evaluating Sources: Evaluating Sources for Usefulness</a> <a href="#">Writing Studio: Evaluating Sources: Evaluating Sources for Reliability</a> <a href="#">Writing Studio: Using Textual Evidence: Attribution</a>
<b>WRITING STANDARDS: Research to Build and Present Knowledge – Standard 9 W.RBPK.9</b>			
<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>			
<b>6.W.RBPK.9</b>	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	<b>SE:</b> 54, 77, 112, 126–127, 152–153, 157, 160–166, 185, 260, 285, 297, 315, 362–363, 408–414, 431, 455  <b>Writing Studio:</b> Using Textual Evidence: Summarizing, Paraphrasing, and Quoting <b>Writing Studio:</b> Conducting Research: Introduction	<b>SE:</b> <a href="#">77</a> , <a href="#">112</a> , <a href="#">126–127</a> , <a href="#">152–153</a> , <a href="#">157</a> , <a href="#">160–166</a> , <a href="#">260</a> , <a href="#">362–363</a> , <a href="#">408–414</a>  <a href="#">Writing Studio: Conducting Research: Introduction</a>



SECTION II		
Alignment to Tennessee English Language Arts Standards		
Tennessee ELA Standards	HMH <i>Into Literature</i>	Links
<b>WRITING STANDARDS: Range of Writing – Standard 10 W.RW.10</b> <b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>		
<b>6.W.RW.10</b>	<p>Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SE:</b> 17, 27, 39, 45, 73, 80–86, 91, 103, 127, 153, 160–166, 185, 191, 203, 219, 229, 236–242, 261, 275, 285, 297, 315, 322–328, 349, 363, 373, 387, 401, 408–414, 431, 455, 497, 504–510</p> <p><b>Writing Studio:</b> Writing as a Process: Task, Purpose, and Audience</p>	<p><b>SE:</b> <a href="#">73</a>, <a href="#">80–86</a>, <a href="#">127</a>, <a href="#">153</a>, <a href="#">160–166</a>, <a href="#">219</a>, <a href="#">236–242</a>, <a href="#">408–414</a>, <a href="#">504–510</a></p> <p><b>Writing Studio:</b> <a href="#">Writing as a Process: Task, Purpose, and Audience</a></p>
<b>SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration – Standard 1 SL.CC.1</b> <b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing one’s own clearly and persuasively.</b>		
<b>6.SL.CC.1</b>	<p>Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> <p><b>SE:</b> 26, 38–39, 54–55, 73, 76–77, 102, 113, 127, 140–141, 152–153, 156–157, 184–185, 191, 202, 218–219, 229, 232–233, 261, 274–275, 296–297, 298–299, 314–315, 318–319, 348–349, 362–363, 372, 387, 401, 404–405, 415–416, 430–431, 454, 455, 466–467, 468–469, 480–481, 497, 500–501</p> <p><b>Speaking and Listening Studio:</b> Participating in Collaborative Discussions: Preparing for Discussion</p> <p><b>Speaking and Listening Studio:</b> Participating in Collaborative Discussions: Establishing and Following Procedure</p> <p><b>Speaking and Listening Studio:</b> Participating in Collaborative Discussions: Speaking Constructively</p> <p><b>Speaking and Listening Studio:</b> Participating in</p>	<p><b>SE:</b> <a href="#">39</a>, <a href="#">73</a>, <a href="#">77</a>, <a href="#">127</a>, <a href="#">140–141</a>, <a href="#">156–157</a>, <a href="#">232–233</a>, <a href="#">298–299</a></p> <p><b>Speaking and Listening Studio:</b> <a href="#">Participating in Collaborative Discussions: Preparing for Discussion</a></p> <p><b>Speaking and Listening Studio:</b> <a href="#">Participating in Collaborative Discussions: Listening and Responding</a></p>

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Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
		Collaborative Discussions: Listening and Responding <b>Speaking and Listening Studio:</b> Participating in Collaborative Discussions: Wrapping Up Your Discussion	
<b>SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration – Standard 2 SL.CC.2</b> <b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</b>			
<b>6.SL.CC.2</b>	Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	<b>SE:</b> 39, 42–45, 77, 88, 126–127, 156–157, 191, 232–233, 261, 387, 404–405, 455  <b>Speaking and Listening Studio:</b> Analyzing and Evaluating Presentations: Introduction <b>Speaking and Listening Studio:</b> Analyzing and Evaluating Presentations: Analyzing a Presentation	<b>SE:</b> <a href="#">39</a> , <a href="#">42–45</a> , <a href="#">156–157</a> , <a href="#">191</a> , <a href="#">261</a> , <a href="#">387</a> , <a href="#">404–405</a>  <b><u>Speaking and Listening Studio:</u></b> <u><a href="#">Analyzing and Evaluating Presentations: Introduction</a></u> <b><u>Speaking and Listening Studio:</u></b> <u><a href="#">Analyzing and Evaluating Presentations: Analyzing a Presentation</a></u>

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<b>SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration – Standard 3 SL.CC.3</b> <b>Cornerstone: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>			
<b>6.SL.CC.3</b>	Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SE:</b> 156–157, 167–168, 315  <b>Speaking and Listening Studio:</b> Analyzing and Evaluating Presentations: Identifying a Speaker's Claim  <b>Speaking and Listening Studio:</b> Analyzing and Evaluating Presentations: Tracing a Speaker's Argument	<b>SE:</b> <a href="#">156–157</a> , <a href="#">167–168</a> , <a href="#">315</a>  <b>Speaking and Listening Studio:</b> <a href="#">Analyzing and Evaluating Presentations: Identifying a Speaker's Claim</a> <b>Speaking and Listening Studio:</b> <a href="#">Analyzing and Evaluating Presentations: Tracing a Speaker's Argument</a>
<b>SPEAKING AND LISTENING STANDARDS: Presentation of Knowledge and Ideas – Standard 4 SL.PKI.4</b> <b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>			
<b>6.SL.PKI.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SE:</b> 17, 45, 77, 87–88, 140–141, 153, 156–157, 167–168, 203, 232–233, 319, 404–405, 415–416, 497, 501  <b>Speaking and Listening Studio:</b> Giving a Presentation: The Content of Your Presentation  <b>Speaking and Listening Studio:</b> Giving a Presentation: Style in Presentation <b>Speaking and Listening Studio:</b> Giving a Presentation: Delivering Your Presentation	<b>SE:</b> <a href="#">45</a> , <a href="#">87–88</a> , <a href="#">140–141</a> , <a href="#">153</a> , <a href="#">156–157</a> , <a href="#">167–168</a> , <a href="#">232–233</a> , <a href="#">319</a>  <b>Speaking and Listening Studio:</b> <a href="#">Giving a Presentation: The Content of Your Presentation</a> <b>Speaking and Listening Studio:</b> <a href="#">Giving a Presentation: Delivering Your Presentation</a>

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<b>SPEAKING AND LISTENING STANDARDS: Presentation of Knowledge and Ideas – Standard 5 SL.PKI.5</b> <b>Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>			
<b>6.SL.PKI.5</b>	Include multimedia components and visual displays in presentations to clarify information.	<b>SE:</b> 17, 45, 87–88, 103, 139, 167–168, 203, 229, 373, 415–416  <b>Speaking and Listening Studio:</b> Using Media in a Presentation: Types of Media: Audio, Video, and Images <b>Speaking and Listening Studio:</b> Using Media in a Presentation: Using Presentation Software <b>Speaking and Listening Studio:</b> Using Media in a Presentation: Practicing Your Presentation	<b>SE:</b> <a href="#">17</a> , <a href="#">45</a> , <a href="#">87–88</a> , <a href="#">167–168</a> , <a href="#">203</a> , <a href="#">415–416</a>  <b><u>Speaking and Listening Studio:</u></b> <a href="#">Using Media in a Presentation: Types of Media: Audio, Video, and Images</a> <b><u>Speaking and Listening Studio:</u></b> <a href="#">Using Media in a Presentation: Using Presentation Software</a> <b><u>Speaking and Listening Studio:</u></b> <a href="#">Using Media in a Presentation: Practicing Your Presentation</a>

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<b>SPEAKING AND LISTENING STANDARDS: Presentation of Knowledge and Ideas – Standard 6 SL.PKI.6</b> <b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>			
<b>6.SL.PKI.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SE:</b> 17, 27, 45, 77, 87–88, 103, 140–141, 153, 157, 167–168, 219, 233, 275, 285, 315, 319, 373, 405, 415–416, 455, 481, 497, 501  <b>Speaking and Listening Studio:</b> Giving a Presentation: Knowing Your Audience <b>Speaking and Listening Studio:</b> Giving a Presentation: Style in Presentation <b>Speaking and Listening Studio:</b> Giving a Presentation: Delivering Your Presentation	<b>SE:</b> <a href="#">87–88</a> , <a href="#">140–141</a> , <a href="#">157</a> , <a href="#">167–168</a> , <a href="#">219</a> , <a href="#">319</a> , <a href="#">405</a> , <a href="#">415–416</a> , <a href="#">501</a>  <b>Speaking and Listening Studio:</b> <a href="#">Giving a Presentation: Style in Presentation</a>
<b>LANGUAGE STANDARDS: Conventions of Standard English – Standard 1 L.CSE.1</b> <b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>			
<b>6.L.CSE.1</b>	Demonstrate command of the conventions of standard English grammar and usage.		
<b>6.L.CSE.1.a</b>	When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).	<b>SE:</b> 21, 95, 97, 107, 222, 229, 231, 278, 282, 285, 287, 302, 322, 326–327, 471  <b>Grammar Studio:</b> Using Pronouns Correctly <b>Grammar Studio:</b> The Forms of Personal Pronouns <b>Grammar Studio:</b> The Subject Form <b>Grammar Studio:</b> The Object Form <b>Grammar Studio:</b> Level Up Tutorials: Pronoun-Antecedent Agreement <b>Grammar Studio:</b> Special Pronoun Problems <b>Grammar Studio:</b> Agreement with Indefinite Pronouns <b>Grammar Studio:</b> Level Up Tutorials: Pronouns	<b>SE:</b> <a href="#">222</a> , <a href="#">278</a> , <a href="#">285</a> , <a href="#">287</a> , <a href="#">322</a> , <a href="#">326–327</a> , <a href="#">471</a>  <b>Grammar Studio:</b> <a href="#">Using Pronouns Correctly</a> <b>Grammar Studio:</b> <a href="#">The Forms of Personal Pronouns</a> <b>Grammar Studio:</b> <a href="#">Level Up Tutorials: Pronouns</a>

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Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.L.CSE.1.b</b>	When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively.	<b>SE:</b> 229, 231, 240, 285, 287, 322, 326–328  <b>Grammar Studio:</b> Using Pronouns Correctly <b>Grammar Studio:</b> The Forms of Personal Pronouns <b>Grammar Studio:</b> The Subject Form <b>Grammar Studio:</b> The Object Form <b>Grammar Studio:</b> Level Up Tutorials: Pronoun-Antecedent Agreement <b>Grammar Studio:</b> Special Pronoun Problems <b>Grammar Studio:</b> Agreement with Indefinite Pronouns <b>Grammar Studio:</b> Level Up Tutorials: Pronouns	<b>SE:</b> <a href="#">229</a> , <a href="#">231</a> , <a href="#">240</a> , <a href="#">285</a> , <a href="#">287</a> , <a href="#">322</a> , <a href="#">326–328</a>  <a href="#">Grammar Studio: Using Pronouns Correctly</a> <a href="#">Grammar Studio: The Forms of Personal Pronouns</a> <a href="#">Grammar Studio: Level Up Tutorials: Pronouns</a>
<b>6.L.CSE.1.c</b>	When reading and listening, explain the function of phrases and clauses.	<b>SE:</b> 48, 57, 60, 75, 96, 101, 105, 176, 187, 194, 250, 354, 365, 376, 382, 389, 413, 424, 436, 457, 486, 499  <b>Grammar Studio:</b> The Prepositional Phrase <b>Grammar Studio:</b> Prepositional Phrases <b>Grammar Studio:</b> Adjective Phrases <b>Grammar Studio:</b> Adverb Phrases <b>Grammar Studio:</b> Phrases Between Subject and Verb <b>Grammar Studio:</b> Level Up Tutorials: Prepositions and Prepositional Phrases <b>Grammar Studio:</b> Level Up Tutorials: Appositives and Appositive Phrases <b>Grammar Studio:</b> Level Up Tutorials: Verbals and Verb Phrases <b>Grammar Studio:</b> Level Up Tutorials: Kinds of Clauses	<b>SE:</b> <a href="#">96</a> , <a href="#">105</a> , <a href="#">176</a> , <a href="#">187</a> , <a href="#">365</a> , <a href="#">424</a> , <a href="#">436</a> , <a href="#">457</a>  <a href="#">Grammar Studio: Prepositional Phrases</a> <a href="#">Grammar Studio: Level Up Tutorials: Kinds of Clauses</a>

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Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.L.CSE.1.d</b>	When writing or speaking, use simple, compound, and complex sentences.	<b>SE:</b> 48, 57, 60, 75, 84, 85–86, 96, 103, 105, 194, 205, 263, 354, 356, 365, 389, 403, 413, 424, 431, 433, 509  <b>Grammar Studio:</b> Simple and Compound Sentences <b>Grammar Studio:</b> Sentence or Sentence Fragment? <b>Grammar Studio:</b> Run-on Sentences	<b>SE:</b> <a href="#">75</a> , <a href="#">84</a> , <a href="#">85–86</a> , <a href="#">105</a> , <a href="#">263</a> , <a href="#">365</a> , <a href="#">389</a> , <a href="#">403</a> , <a href="#">433</a>  <a href="#">Grammar Studio: Simple and Compound Sentences</a>
<b>LANGUAGE STANDARDS: Conventions of Standard English – Standard 2 L.CSE.2</b> <b>Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>			
<b>6.L.CSE.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	<b>SE:</b> 19, 30, 34, 41, 48, 57, 85, 129, 144, 146, 155, 194, 205, 229, 241, 250, 263, 302, 315, 317, 327, 351, 354, 365, 392, 403, 413, 509  <b>Grammar Studio:</b> Capital Letters <b>Grammar Studio:</b> Level Up Tutorials: Capital Letters <b>Grammar Studio:</b> Commas in Conventional Situations <b>Grammar Studio:</b> Commas with Sentence Interrupters <b>Grammar Studio:</b> Level Up Tutorials: Commas <b>Grammar Studio:</b> Level Up Tutorials: Parentheses, Hyphens, and Dashes <b>Grammar Studio:</b> Spelling <b>Grammar Studio:</b> Spelling Rules	<b>SE:</b> <a href="#">30</a> , <a href="#">41</a> , <a href="#">129</a> , <a href="#">144</a> , <a href="#">155</a> , <a href="#">250</a> , <a href="#">403</a>  <a href="#">Grammar Studio: Commas with Sentence Interrupters</a> <a href="#">Grammar Studio: Level Up Tutorials: Parentheses, Hyphens, and Dashes</a> <a href="#">Grammar Studio: Spelling</a>

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Alignment to Tennessee English Language Arts Standards			
Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>LANGUAGE STANDARDS: Knowledge of Language – Standard 3 L.KL.3</b> <b>Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>			
<b>6.L.KL.3</b>	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	SE: 60, 75, 84, 85–86, 96, 105, 176, 187, 194, 205, 236, 241, 250, 263, 354, 365, 376, 389, 392, 403, 413, 424, 433, 436, 457, 486, 499, 509	SE: <a href="#">85–86</a> , <a href="#">236</a> , <a href="#">354</a> , <a href="#">365</a> , <a href="#">413</a> , <a href="#">433</a> , <a href="#">509</a>
<b>LANGUAGE STANDARDS: Vocabulary Acquisition and Use – Standard 4 L.VAU.4</b> <b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>			
<b>6.L.VAU.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.		
<b>6.L.VAU.4.a</b>	Use context as a clue to the meaning of a word or a phrase.	SE: 18, 35, 74, 204, 230, 262, 316, 421, 432, 498  <b>Vocabulary Studio:</b> Using Context Clues	SE: <a href="#">18</a> , <a href="#">74</a> , <a href="#">204</a> , <a href="#">230</a> , <a href="#">262</a> , <a href="#">316</a> , <a href="#">421</a> , <a href="#">432</a> , <a href="#">498</a>  <a href="#">Vocabulary Studio: Using Context Clues</a>
<b>6.L.VAU.4.b</b>	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	SE: 1, 40, 104, 114, 128, 171, 286, 350, 388, 482  <b>Vocabulary Studio:</b> Analyzing Word Structure <b>Vocabulary Studio:</b> Common Roots, Prefixes, and Suffixes	SE: <a href="#">1</a> , <a href="#">40</a> , <a href="#">114</a> , <a href="#">171</a> , <a href="#">286</a> , <a href="#">350</a> , <a href="#">388</a> , <a href="#">482</a>  <a href="#">Vocabulary Studio: Analyzing Word Structure</a> <a href="#">Vocabulary Studio: Common Roots, Prefixes, and Suffixes</a>



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Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>6.L.VAU.4.c</b>	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	SE: 1, 91, 154, 155, 171, 186, 245, 331, 364, 402, 419  <b>Vocabulary Studio:</b> Using Reference Sources <b>Grammar Studio:</b> The Dictionary	SE: <a href="#">1</a> , <a href="#">91</a> , <a href="#">154</a> , <a href="#">171</a> , <a href="#">186</a> , <a href="#">245</a> , <a href="#">364</a> , <a href="#">402</a>  <a href="#">Vocabulary Studio: Using Reference Sources</a> <a href="#">Grammar Studio: The Dictionary</a>
<b>6.L.VAU.4.d</b>	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	SE: 40, 104, 114, 128, 154, 186, 286, 350, 388, 482  <b>Vocabulary Studio:</b> Analyzing Word Structure <b>Vocabulary Studio:</b> Understanding Word Origins <b>Vocabulary Studio:</b> Common Roots, Prefixes, and Suffixes	SE: <a href="#">40</a> , <a href="#">104</a> , <a href="#">114</a> , <a href="#">128</a> , <a href="#">154</a> , <a href="#">286</a> , <a href="#">350</a> , <a href="#">482</a>  <a href="#">Vocabulary Studio: Analyzing Word Structure</a> <a href="#">Vocabulary Studio: Common Roots, Prefixes, and Suffixes</a>
<b>LANGUAGE STANDARDS: Vocabulary Acquisition and Use – Standard 5 L.VAU.5</b> <b>Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>			
<b>6.L.VAU.5</b>	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	SE: 1, 56, 74, 91, 131–132, 134, 135, 138, 163, 171, 208, 211, 213, 218, 245, 247, 258, 277, 278, 281, 286, 289, 292, 293, 294, 296, 297, 331, 364, 419, 456, 480  <b>Vocabulary Studio:</b> Analogies <b>Vocabulary Studio:</b> Denotation and Connotation <b>Vocabulary Studio:</b> Level Up Tutorials: Literal and Figurative Meanings <b>Vocabulary Studio:</b> Synonyms and Antonyms <b>Vocabulary Studio:</b> Homonyms, Homographs, and Homophones	SE: <a href="#">91</a> , <a href="#">131–132</a> , <a href="#">163</a> , <a href="#">208</a> , <a href="#">245</a> , <a href="#">331</a> , <a href="#">419</a>  <a href="#">Vocabulary Studio: Denotation and Connotation</a> <a href="#">Vocabulary Studio: Level Up Tutorials: Literal and Figurative Meanings</a> <a href="#">Vocabulary Studio: Synonyms and Antonyms</a>

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Tennessee ELA Standards		HMH <i>Into Literature</i>	Links
<b>LANGUAGE STANDARDS: Vocabulary Acquisition and Use – Standard 6 L.VAU.6</b> <b>Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>			
<b>6.L.VAU.6</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>SE:</b> 1, 17, 27, 39, 45, 55, 73, 84, 91, 103, 113, 127, 139, 153, 164, 171, 185, 191, 203, 219, 229, 240, 245, 261, 275, 285, 297, 315, 326, 331, 349, 363, 373, 387, 401, 412, 419, 431, 455, 467, 481, 497, 508  <b>Vocabulary Studio:</b> Level Up Tutorials: Academic Vocabulary and Word Knowledge <b>Vocabulary Studio:</b> Specialized Vocabulary	<b>SE:</b> <a href="#">91</a> , <a href="#">103</a> , <a href="#">127</a> , <a href="#">153</a> , <a href="#">164</a> , <a href="#">331</a> , <a href="#">373</a> , <a href="#">412</a>  <a href="#">Vocabulary Studio: Level Up Tutorials: Academic Vocabulary and Word Knowledge</a> <a href="#">Vocabulary Studio: Specialized Vocabulary</a>

**SECTION III**  
**High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks**

Indicators	<i>HMH Into Literature</i>
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	Each unit is organized around a theme and an Essential Question. See the following examples: TE U1, pp. 1, 4, 17, 88 TE U2, pp. 90–91, 94, 103, 169 TE U4, pp. 244–245, 288, 297, 417 TE U6, pp. 418–419, 434, 455, 511
b. Each <u>lesson</u> integrates two or more strands of the Tennessee English Language Arts standards.	Each lesson addresses two or more strands of the Tennessee English Language Arts standards. See the following examples: TE U1, pp. 4–19 TE U2, pp. 116–129 TE U3, pp. 206–219 TE U4, pp. 248–263 TE U5, pp. 404–405 TE U6, pp. 422–433
c. 90% of texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	For examples of texts used for core instruction, see the Table of Contents and each unit’s Instructional Overview: TE FM, pp. T6–T17 TE U1, pp. 1A–1D TE U2, pp. 90A–90D TE U3, pg. 170A–170D TE U4, pg. 244A–244D TE U5, pg. 330A–330D TE U6, pg. 418A–418D

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**High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks**

Indicators	HMH <i>Into Literature</i>
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	<p>For examples of the variety of texts and genres, see the Table of Contents.</p> <p>TE FM, pp. T6–T17  TE U1, pp. 61–71 (short story)  TE U2, pp. 97–101 (novel excerpt)  TE U3, pg. 145–147 (editorial)  TE U4, pg. 195–201 (memoir excerpt)  TE U5, pg. 267–272 (memoir in verse)  TE U6, pg. 437–453 (drama)</p>
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	<p>For examples of culturally relevant texts, see:</p> <p>TE U1, pp. 23–25, 61–71  TE U3, pp. 177–182  TE U4, pp. 251–258  TE U5, pg. 3337–346  TE U6, pg. 470</p>
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical) while appealing to students’ interests.	<p>For examples of diverse and multicultural texts, see:</p> <p>TE U1, pg. 7–15  TE U3, pp. 175–182  TE U4, pp. 267–272  TE U5, pp. 337–346</p>

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Indicators	HMH <i>Into Literature</i>
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	<p>See the following examples from the Collaborate and Compare, Create and Discuss, Independent Reading and Improve Reading Fluency features:</p> <p>TE U1, pp. 12  TE U2, pg. 159  TE U3, pp. 185, 235  TE U4, pg. 261  TE U5, pp. 404–405  TE U6, pp. 455, 500–501</p>
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e. close reading).	<p>Reading Model pages provide instruction in the Notice and Note close reading protocol. Guided reading questions within each selection help students focus on close reading the text to apply the standards taught with each selection. See the following examples:</p> <p>TE U1, pp. 2–3, 5, 52  TE U2, pp. 92–93, 95  TE U3, pp. 172–173, 180  TE U4, pp. 246–247, 279  TE U5, pp. 332–333, 335  TE U6, pp. 420–421, 427</p>

**SECTION III**  
**High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks**

Indicators	HMH <i>Into Literature</i>
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	<p>See the following examples from the Independent Reading feature in each unit:</p> <p>TE U1, pp. 78–79  TE U2, pp. 158–159  TE U3, pp. 234–235  TE U6, pp. 502–503</p> <p>Suggested Novel Connections, extended texts that are related to each unit’s theme, are provided in the Table of Contents, pp. T6–T17.</p> <p>All of the recommended extended reading titles include study guides (with assessments), available online.</p>
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	<p>See the following examples from the Collaborate and Compare and Create and Discuss features:</p> <p>TE U1, pp. 26–27, 54–55  TE U2, pg. 127  TE U3, pg. 233  TE U4, pg. 318  TE U5, pg. 401</p>
k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	<p>See the following examples from the Create and Discuss features and the Writing Task pages:</p> <p>TE U1, pp. 80–86  TE U2, pp. 160–166  TE U4, pp. 261, 322–328  TE U5, pp. 349, 408–414</p>

**SECTION III**  
**High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks**

Indicators	<i>HMH Into Literature</i>
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	<p>See the following examples from the Create and Discuss features and the Writing Task pages:</p> <p>TE U1, pp. 80–86 (informative essay)</p> <p>TE U2, pp. 103 (story), 160–166 (argument)</p> <p>TE U3, pp. 185 (informational essay), 236–242 (nonfiction narrative)</p> <p>TE U4, pp. 285 (analysis), 315 (argument)</p> <p>TE U5, pp. 349 (letter), 408–414 (biographical report)</p> <p>TE U6, pg. 497 (analysis), 504–510 (short story)</p>
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	<p>For pages that provide explicit instruction about the writing process, see:</p> <p>TE U1, pp. 80–86</p> <p>TE U2, pp. 160–166</p> <p>TE U3, pp. 236–242</p> <p>TE U4, pp. 322–328</p> <p>TE U5, pp. 408–414</p> <p>TE U6, pp. 504–510</p> <p>Also see the WRITING STUDIO for digital-only lessons.</p>
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	<p>See the following examples from the Language Conventions and Use the Mentor Text features:</p> <p>TE U1, pp. 19, 83, 85</p> <p>TE U2, pp. 110, 115, 163</p> <p>TE U3, pp. 205, 239, 241</p> <p>TE U4, pp. 282, 287, 325</p> <p>TE U5, pp. 351, 411, 413</p> <p>TE U6, pg. 425, 433, 507</p>

**SECTION III**  
**High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks**

Indicators	HMH <i>Into Literature</i>
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	<p>See the Vocabulary Strategy features:            TE U1, pg. 40            TE U2, pp. 104, 114, 128            TE U4, pg. 286            TE U5, pg. 350            TE U6, pg. 482</p> <p>Also see the VOCABULARY STUDIO for digital-only lessons.</p>
p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	<p>For instruction in specific academic language and structures associated with different modes of writing, see:            TE U2, pp. 161–162            TE U3, pg. 238            TE U4, pg. 325            TE U5, pg. 353            TE U6, pg. 506</p> <p>Also see the WRITING STUDIO for digital-only lessons.</p>



**SECTION III**  
**High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks**

Indicators	<i>HMH Into Literature</i>
<p>q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p>Create and Discuss, Collaborate and Compare, and Respond to the Essential Question features provide opportunities for students to engage in academic discussion. See the following examples:            TE U1, pp. 39, 55, 77            TE U2, pp. 127, 157            TE U3, pg. 191            TE U4, pp. 245, 261            TE U5, pp. 331, 349            TE U6, pp. 431, 497, 501</p> <p>Also see the SPEAKING AND LISTENING STUDIO for digital-only lessons</p>
<p>r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.</p>	<p>When Students Struggle, English Learner Support and Text X-Ray features provide differentiated instruction in selection skills. See the following examples:            TE U1, pp. 2C–2D, 52            TE U2, pp. 92C–92D, 100            TE U3, pp. 173, 177, 186            TE U4, pp. 262, 298            TE U5, pp. 331, 332C–332D            TE U6, pp. 504B</p>

**SECTION III**  
**High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks**

Indicators	HMH <i>Into Literature</i>
<p>s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.</p>	<p>See the following examples of embedded assessments:            TE U1, pp. 37, 38            TE U2, pp. 114, 115            TE U3, pg. 184            TE U4, pg. 259            TE U5, pg. 347            TE U6, pp. 429, 454</p> <p>Selection Tests and Unit Tests are available in the digital version of <i>Into Literature</i>.</p>
<p>t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.</p>	<p>All items in the Unit Tests and Selection Tests are aligned to TN standards. After students take the tests, teachers can view a standards proficiency report for each student. The TN standards also appear in the PDF versions of the answer keys.</p>

SECTION IV: Additional Components	
Indicators	HMH <i>Into Literature</i>
<b>Teacher Support</b>	
a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	<p>See the following examples from the Background and Summaries features:</p> <p>TE U1, pp. 7, 28B  TE U3, pg. 177  TE U4, pg. 267  TE U5, pp. 355, 377  TE U6, pg. 437</p>
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	<p>For examples of pages that include extensive annotations aligned to the Tennessee English Language Arts Standards, see:</p> <p>TE U1, pp. 11, 35  TE U2, pp. 99, 145  TE U3, pp. 211, 223  TE U4, pp. 281, 309  TE U5, pp. 345, 359  TE U6, pp. 440, 474</p> <p>The Close Read Screencast videos may be extended to address the standards.</p>
c. Standards and learning objectives in teacher edition are explicitly and readily identifiable.	<p>Standards and Learning Objectives are included in the Plan pages for each selection, Writing, and Speaking and Listening Task. Examples:</p> <p>TE U1, pp. 2A, 80A  TE U2, pp. 106A, 160A  TE U3, pp. 172A, 236A  TE U4, pp. 246A, 322A  TE U5, pp. 366A, 408A  TE U6, pp. 458A, 504</p>

#### SECTION IV: Additional Components

Indicators	HMH <i>Into Literature</i>
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	For selections with cross-curricular connections, see: TE U1, pp. 31–37, 42–45, 46–53 TE U2, pp. 116–125 TE U3, pp. 206–217 TE U5, pp. 393–399
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	Think-aloud strategies are employed throughout the instructional material for each reading selection. See the following examples: TE U1, pp. 2C–2D, 8, 11 TE U3, pp. 172C–172D, 179 TE U5, pp. 366C–366D, 370
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	For pages that provide guidance to support teachers in identifying student misconceptions, see: TE U1, pg. 55 TE U2, pg. 104
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	Opportunities for differentiation occur in the To Challenge Students features. See the following examples: TE U1, pg. 81 TE U3, pp. 207, 212 TE U4, pp. 258, 271 TE U5, pg. 393 TE U6, pg. 505

#### SECTION IV: Additional Components

Indicators	HMH <i>Into Literature</i>
<p>h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.</p>	<p>For features that reinforce classroom instruction and provide extended learning opportunities, see:            TE U1, pp. 16, 78–79            TE U2, pg. 152            TE U3, pg. 184            TE U4, pg. 274            TE U5, pg. 348            TE U6, pg. 430</p>
<p>i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.</p>	<p>See the Check Your Understanding and Oral Assessment features for examples:            TE U1, pp. 37, 71            TE U3, pg. 184            TE U4, pg. 259            TE U5, pg. 348            TE U6, pp. 429, 453            TE FM, pp. T15–T16</p> <p>In the digital version of <i>Into Literature</i>, teachers can access student proficiency reports to get data insights to inform their reteaching decisions, as well as resource recommendations to support or extend students' learning.</p>

SECTION IV: Additional Components	
Indicators	HMH <i>Into Literature</i>
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	<p>See examples from the Collaborate and Compare features and other discussion activities:            TE U1, pp. 2C, 20C, 28B            TE U2, pp. 92B, 140–141            TE U3, pp. 185, 232–233            TE U4, pp. 261, 318–319            TE U5, pp. 349, 352B</p> <p>Also see the SPEAKING AND LISTENING STUDIO for digital-only lessons.</p>
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	<p>Each lesson includes online Resources for the selection instruction. Also see the following examples:            TE U1, pp. 2B, 42–43, 45            TE U2, pp. 92B, 103            TE U3, pp. 188–189            TE U4, pp. 248–258            TE U5, pp. 415–146</p>
<b>Monitoring Student Progress</b>	
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	<p>For pages that provide scoring guides and tools, see:            TE U1, pg. 86            TE U2, pg. 166            TE U3, pg. 242            TE U4, pg. 328            TE U5, pg. 414            TE U6, pg. 510</p> <p>Teachers can access standard proficiency reports for each student</p>

SECTION IV: Additional Components	
Indicators	HMH <i>Into Literature</i>
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	<p>Unit Tests available online assess mastery of the skills covered during the course of a unit across all literacy strands.</p> <p>After students complete the unit assessments, teachers can get reports showing the four standards students struggled with the most. Teachers can also view a standards proficiency report for each student.</p>
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	<p>See examples from Check Your Understanding, Analyze the Text, and Reflect on the Unit.  TE U1, pg. 89  TE U3, pg. 183  TE U5, pg. 347</p> <p>In the digital version of <i>Into Literature</i>, teachers can access student proficiency reports to get data insights to inform their teaching.</p>
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	In the digital version of <i>Into Literature</i> , students and parents can review assignments and monitor progress.
<b>Organization</b>	
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	<p>The program provides approximately 180 days of classroom instruction. Suggested pacing for each unit is provided at the beginning of each unit.</p> <p>TE U1, pp. 1A–1D  TE U2, pp. 90A–90D  TE U3, pp. 170A–170D  TE U4, pp. 244A–244D  TE U5, pp. 330A–330D  TE U6, pp. 418A–418D</p>

#### SECTION IV: Additional Components

Indicators	HMH <i>Into Literature</i>
<p>q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	<p>Each unit of Grade 6 is organized around a theme and an Essential Question and comprises a selection of complex texts, ending with a selection of texts to read independently.</p> <p>TE U1, pp. 1A–1D, 1  TE U2, pp. 90A–90D, 90  TE U3, pp. 170A–170D, 170  TE U4, pp. 244A–244D, 244  TE U5, pp. 330A–330D, 330  TE U6, pp. 418A–418D, 418</p> <p>The Grade 6 Student Edition progresses from more accessible to more challenging texts over the course of the school year.</p> <p>TE U1 pp. 61–71, “The Ravine” (680 Lexile)  TE U2 pp. 91–101, from <i>Pax</i> (880 Lexile)  TE U3 pp. 195–201, “Into the Lifeboat” from <i>Titanic Survivor</i> (950 Lexile)  TE U4 pp. 251–258, from <i>Selfie: The Changing Face of Self-Portraits</i> (1000 Lexile)  TE U6 pp. 425–428, from <i>Storytelling</i> (1150 Lexile)</p>
<p>r. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Each lesson includes Learning Objectives and online Resources for the selection instruction. See the following examples:</p> <p>TE U1, pp. 2A–2B  TE U2, pp. 142A–142B  TE U4, pp. 264A–264B  TE U6, pg. 504A</p>



SECTION IV: Additional Components	
Indicators	HMH <i>Into Literature</i>
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	See the <i>Into Literature</i> Grade 6 SE Curriculum Map.
t. Each lesson contains a list of required materials.	Each lesson lists digital Resources relevant to the selection instruction. See the following examples: TE U1, pp. 2A–2B TE U2, pp. 142A–142B TE U3, pp. 172A–172B TE U4, pp. 264A–264B TE U5, pp. 332A–332B TE U6, pp. 420A–420B
u. Lessons, chapters, and units contain estimated instructional times.	Suggested pacing is included on the Unit Instructional Overview pages: TE U1, pp. 1A–1D TE U2, pp. 90A–90D TE U3, pp. 170A–170D TE U4, pp. 244A–244D TE U5, pp. 330A–330D TE U6, pp. 418A–418D
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	The <i>Into Literature</i> program is available in both print and digital format. Independent Reading selections are available in the eBook.  Also see the STUDIOS for digital-only lessons.

#### SECTION IV: Additional Components

Indicators	HMH <i>Into Literature</i>
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	<p>Each Unit Instructional Overview outlines the instructional progression of each unit and relevant resources.            TE U1, pp. 1A–1D            TE U2, pp. 90A–90D            TE U3, pp. 170A–170D            TE U4, pp. 244A–244D            TE U5, pp. 330A–330D            TE U6, pp. 418A–418D</p> <p>Also see the Table of Contents, pp. T6–T17.</p> <p>See the glossaries of Academic Vocabulary and Critical Vocabulary and the Index of Skills, pp. R7–R20.</p>
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	<p>See the Program Consultants pages and the Featured Essays by the primary Program Consultants.</p> <p>TE FM, pp. T4–T5            TE FM, pp. T56–T65            SE FM, pp. FM24–FM31</p>
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	<p>A correlation of <i>Into Literature</i>, Grade 6 to the Tennessee English Language Arts Standards is provided in the Teacher’s Edition, pp. T46–T55.</p>