

Formative Survey 1 Remediation Rubric

Use the following chart to help students learn the concepts behind the Formative Survey questions. The first column lists the questions from the test. The second column lists the Common Core State Standard addressed by each question. The third column identifies the textbook pages where material covering each standard is found, so that students can review concepts and examples. The final column lists supplemental material also available for review and practice. Supplement pages listed in the same row as textbook pages directly support the corresponding textbook material. Supplement pages that cover a standard but are not directly tied to the listed textbook pages are included in the last row for the standard.

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
<p>1. Suppose you are asked to write an essay comparing "The Dark" to a literary text in a different genre. Which text is the BEST choice?</p>	<p>Reading Literature RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	75–85	<i>Meeting the Standards, Unit 1</i> 53–54, 55
		95–102	<i>Meeting the Standards, Unit 1</i> 70
		150–159	<i>Meeting the Standards, Unit 2</i> 28
		171–182	<i>Meeting the Standards, Unit 2</i> 39–40, 41, 42; <i>Advanced Students</i> 9
		192–212, 213–227, 291–297, 303–309	
		332–343	<i>Meeting the Standards, Unit 3</i> 62–63, 64, 65
		344–349	
		398–408	<i>Meeting the Standards, Unit 4</i> 30–31, 32, 33; <i>Advanced Students</i> 24–25
		637–642	<i>Meeting the Standards, Unit 7</i> 25–26, 27, 28; <i>Advanced Students</i> 42–43
		732–744	<i>Meeting the Standards, Unit 8</i> 37–38, 39, 40; <i>Advanced Students</i> 51
		745–749, 750–754	
	<i>Extension Activities</i> 21–22		

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2. Which line BEST shows that the narrator of "The Dark" is observant?	Writing W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	68–73	
		86–94	<i>Meeting the Standards, Unit 1</i> 61, 62–63
		100–102	<i>Meeting the Standards, Unit 1</i> 70
		120–125, 213–227	
		263–269	<i>Meeting the Standards, Unit 3</i> 25
		291–297, 321–330, 419–425, 474–478, 490–492	
		520–521	<i>Meeting the Standards, Unit 5</i> 78–79
		547–550	<i>Meeting the Standards, Unit 6</i> 24
		570–574, 588–590	
		598–600	<i>Meeting the Standards, Unit 6</i> 75–76, 77
		644–648	<i>Meeting the Standards, Unit 7</i> 33; <i>Advanced Students</i> 44–45
		716–721, 767–772	
			<i>Meeting the Standards, Unit 1</i> 38, 55, 76; <i>Meeting the Standards, Unit 2</i> 28, 42, 45; <i>Meeting the Standards, Unit 4</i> 36, 57, 60–61, 65; <i>Meeting the Standards, Unit 5</i> 25, 49, 52, 60; <i>Meeting the Standards, Unit 6</i> 27, 32, 40, 41, 44, 59, 60, 63, 68, 82; <i>Meeting the Standards, Unit 7</i> 31; <i>Meeting the Standards, Unit 8</i> 43, 68; <i>Advanced Students</i> 14, 21–22, 27–28, 29, 32, 36, 39, 42–43; <i>English Language Learners</i> 9–19; <i>Developing Readers</i> 14–15, 17–18, 20–21, 38–39, 41–42, 44–45, 56–57; <i>Literature and Reading</i> 2–3, 6–8, 9–12, 23–24

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
3. What theme do “The Dark” and “February Twilight” share?	Reading Literature RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	4–5	
		56–66	<i>Meeting the Standards, Unit 1</i> 42, 43
		149	
		150–159	<i>English Language Learners</i> 20–30
		270–283, 296–297, 344–349, 438–440, 551–560, 784–791, 799–813	
			<i>Meeting the Standards, Unit 1</i> 32, 77–78, 83; <i>Meeting the Standards, Unit 2</i> 68, 69, 75–76; <i>Meeting the Standards, Unit 8</i> 70–71, 76–77; <i>Advanced Students</i> 8, 9, 14, 21–22, 32, 44, 46–47, 52–53; <i>English Language Learners</i> 1–8; <i>Developing Readers</i> 38–39; <i>Literature & Reading</i> 1–3, 4–5; <i>Speaking & Listening</i> 3–6
4. Which of the following BEST describes the setting of the two poems?	Reading Literature RL.6.5. 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.	4–8, 260–262, 376–378, 456–459, 542, 620–622, 702–703	
			<i>Meeting the Standards, Unit 1</i> 48; <i>Meeting the Standards, Unit 3</i> 80; <i>Meeting the Standards, Unit 5</i> 51, 56, 59, 71; <i>Meeting the Standards, Unit 6</i> 65
5. What symbol is present in BOTH poems?	Reading Literature RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	170	<i>Vocabulary & Spelling</i> 48–49
		397	<i>Vocabulary & Spelling</i> 42–43, 44–45, 46–47
		398–408	<i>Meeting the Standards, Unit 4</i> 29
		486	<i>Vocabulary & Spelling</i> 34–35, 36–37, 38–39
		649	<i>Vocabulary & Spelling</i> 70–71
		814–829	
			<i>Meeting the Standards, Unit 1</i> 79; <i>Meeting the Standards, Unit 2</i> 49–50, 56–57; <i>Meeting the Standards, Unit 3</i> 72, 78, 80; <i>Meeting the Standards, Unit 4</i> 62; <i>Meeting the Standards, Unit 5</i> 25, 37–38, 45, 56, 65, 74; <i>Meeting the Standards, Unit 6</i> 26, 50; <i>Meeting the Standards, Unit 7</i> 42; <i>Advanced Students</i> 32, 38–39; <i>English Language Learners</i> 121–129, 144–150; <i>Developing Readers</i> 11–12, 26–27; <i>Extension Activities</i> 15–16

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
<p>6. Suppose you are participating in a class discussion about the tone of the two poems. What line from the poem BEST supports the idea that “February Twilight” has a tone of aloneness?</p>	<p>Speaking and Listening SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	229–235, 270–283, 419–425, 514–516, 568–571	
		580–583	<i>Advanced Students</i> 37
		588–590	
		591–593	<i>Meeting the Standards, Unit 6</i> 67
		601–602	
		623–636	<i>Developing Readers</i> 50–51
		637–642, 644–648	
<p>7. What is the MOST important difference between the two passages?</p>	<p>Reading Literature RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	75–85	<i>Meeting the Standards, Unit 1</i> 53–54, 55
		95–102	<i>Meeting the Standards, Unit 1</i> 70
		150–159	<i>Meeting the Standards, Unit 2</i> 28
		171–182	<i>Meeting the Standards, Unit 2</i> 39–40, 41, 42; <i>Advanced Students</i> 9
		192–212, 213–227, 291–297, 303–309	
		332–343	<i>Meeting the Standards, Unit 3</i> 62–63, 64, 65
		344–349	
		398–408	<i>Meeting the Standards, Unit 4</i> 30–31, 32, 33; <i>Advanced Students</i> 24–25
		637–642	<i>Meeting the Standards, Unit 7</i> 25–26, 27, 28; <i>Advanced Students</i> 42–43
		732–744	<i>Meeting the Standards, Unit 8</i> 37–38, 39, 40; <i>Advanced Students</i> 51
		745–749, 750–754	
			<i>Extension Activities</i> 21–22

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<p>8. What is the meaning of <u>pioneers</u> in the passage “The Oregon Trail”?</p>	<p>Reading Informational Text RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	170	<i>Vocabulary & Spelling</i> 48–49
		397	<i>Vocabulary & Spelling</i> 42–43, 44–45, 46–47
		486	<i>Vocabulary & Spelling</i> 34–35, 36–37, 38–39
		649	<i>Vocabulary & Spelling</i> 70–71
		814–829	
			<p><i>Meeting the Standards, Unit 1</i> 79; <i>Meeting the Standards, Unit 2</i> 49–50, 56–57; <i>Meeting the Standards, Unit 3</i> 72, 78, 80; <i>Meeting the Standards, Unit 4</i> 29, 62; <i>Meeting the Standards, Unit 5</i> 25, 37–38, 45, 56, 65, 74; <i>Meeting the Standards, Unit 6</i> 26, 50; <i>Meeting the Standards, Unit 7</i> 42; <i>Advanced Students</i> 32, 38–39; <i>English Language Learners</i> 121–129, 144–150; <i>Developing Readers</i> 11–12, 26–27; <i>Extension Activities</i> 15–16</p>
<p>9. Read the sentence from “The Oregon Trail.” Their wagons were packed with their stuff. Which is the BEST way to revise the sentence so it fits the tone and purpose of the passage?</p>	<p>Speaking and Listening SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	126–127	<i>Speaking & Listening</i> 1–2
		252–253	<i>Speaking & Listening</i> 3–6
		368–369	<i>Speaking & Listening</i> 7–9
		534–535	<i>Speaking & Listening</i> 14–17
		612–613	<i>Speaking & Listening</i> 18–20
		694–695	<i>Speaking & Listening</i> 21–23
		792–793	<i>Speaking & Listening</i> 24–26
	<p><i>Meeting the Standards, Unit 4</i> 19–20, 51–52; <i>Advanced Students</i> 44–45; <i>English Language Learners</i> 136–143; <i>Extension Activities</i> 1–2, 9</p>		
<p>10. In “The Rocky Road,” how does Hannah’s attitude toward travel change at the end of the story?</p>	<p>Reading Literature RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	4–5, 6–7	
		8–23	<i>Meeting the Standards, Unit 1</i> 23–25
		213–227, 620–621, 806	
			<p><i>Meeting the Standards, Unit 1</i> 32, 38, 43, 64, 77–78, 80, 83–84; <i>Meeting the Standards, Unit 2</i> 41, 69–70, 75–76; <i>Meeting the Standards, Unit 4</i> 66–67; <i>Meeting the Standards, Unit 8</i> 70–71, 76–77; <i>Advanced Students</i> 9, 27–28; <i>English Language Learners</i> 73–85; <i>Developing Readers</i> 29–30; <i>Literature & Reading</i> 1–3, 4–5, 23–24; <i>Speaking & Listening</i> 14–17</p>

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<p>11. Read the sentences from "The Rocky Road." Today the road was a blend of bumps and wagon ruts. It reminded Hannah of the people who traveled this way before them. To what noun does the word <u>it</u> refer?</p>	<p>Language L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	228	<i>Grammar & Style</i> 160–163
		442–447, 528–533, 534–535, 612–613, 692	
		766	<i>Grammar & Style</i> 12–14
		830–865, 866–875	
			<i>English Language Learners</i> 8, 19, 30, 44, 55, 72, 85, 97, 104, 113, 120, 129, 135, 143, 150, 162, 169, 176, 185; <i>The Grammar & Style</i> supplement provides thorough coverage of this CCSS throughout. Representative examples include pp. 1–5, 19–22, 50–52, 81–83, 111–113, 126–127, 158–159, 177–179, 209–212; <i>Writing</i> 1–11, 12–22, 23–34, 41, 49, 57, 66, 76
<p>12. What is the MAIN conflict in "The Rocky Road"?</p>	<p>Reading Literature RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	4–5, 6–7	
		8–23	<i>Meeting the Standards, Unit 1</i> 23–25
		213–227, 620–621, 806	
			<i>Meeting the Standards, Unit 1</i> 32, 38, 43, 64, 77, 80, 83; <i>Meeting the Standards, Unit 2</i> 41, 69, 75; <i>Meeting the Standards, Unit 4</i> 66; <i>Meeting the Standards, Unit 8</i> 70, 76; <i>Advanced Students</i> 9, 27–28; <i>English Language Learners</i> 73–85; <i>Developing Readers</i> 29–30; <i>Literature & Reading</i> 1–3, 4–5, 23–24
<p>13. Suppose you are participating in a class discussion of "The Rocky Road." Which comment would be MOST useful and relevant?</p>	<p>Speaking and Listening SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, text, and issues, building on others' ideas and expressing their own clearly.</p>	229–235, 270–283, 419–425, 514–516, 568–571	
		580–583	<i>Advanced Students</i> 37
		588–590	
		591–593	<i>Meeting the Standards, Unit 6</i> 67
		601–602	
		623–636	<i>Developing Readers</i> 50–51
		637–642, 644–648	
	<i>Meeting the Standards, Unit 1</i> 68; <i>Meeting the Standards, Unit 2</i> 23, 46, 58, 63; <i>Meeting the Standards, Unit 8</i> 24; <i>Advanced Students</i> 24–25; <i>Developing Readers</i> 2–3, 5–6, 8–9, 11–12, 32–33, 35–36, 53–54, 56–57; <i>Extension Activities</i> 5–6, 7, 8, 9, 14, 15–16		

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<p>14. Which statement expresses an important theme of “The Rocky Road”?</p>	<p>Reading Literature RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	4–5	
		56–66	<i>Meeting the Standards, Unit 1</i> 42, 43
		149	
		150–159	<i>English Language Learners</i> 20–30
		270–283, 296–297, 344–349, 438–440, 551–560, 784–791, 799–813	<p><i>Meeting the Standards, Unit 1</i> 32, 77–78, 83; <i>Meeting the Standards, Unit 2</i> 68, 69, 75–76; <i>Meeting the Standards, Unit 8</i> 70–71, 76–77; <i>Advanced Students</i> 8, 9, 14, 21–22, 32, 44, 46–47, 52–53; <i>English Language Learners</i> 1–8; <i>Developing Readers</i> 38–39; <i>Literature & Reading</i> 1–3, 4–5; <i>Speaking & Listening</i> 3–6</p>
<p>15. Suppose you are giving a presentation on “The Oregon Trail” and “The Rocky Road.” Which of the following media aids would NOT help your audience understand the information?</p>	<p>Speaking and Listening SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	126–127	
		448–449	<i>Speaking & Listening</i> 10–13
		792–793	<i>Speaking & Listening</i> 24–26
		890–898	<p><i>Meeting the Standards, Unit 4</i> 19–20, 43–45, 51–52; <i>Advanced Students</i> 6–7, 17–18, 23</p>
<p>16. Read the sentence. The playing cards were all <u>uniform</u>. The word <u>form</u> means “shape.” What does the word <u>uniform</u> mean as it is used in the sentence above?</p>	<p>Language L.6.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	331	<i>Vocabulary & Spelling</i> 14–15
		715, 814–829	
			<p><i>Meeting the Standards, Unit 4</i> 23, 27; <i>Vocabulary & Spelling</i> 74–75</p>
<p>17. Read the dictionary entry and the sentence below it... Which dictionary entry BEST defines the underlined word as it is used in the sentence?</p>	<p>Language L.6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	331	<i>Vocabulary & Spelling</i> 14–15
		486	<i>Vocabulary & Spelling</i> 34–35, 36–37, 38–39
		715	<i>Vocabulary & Spelling</i> 68–69, 76–77
		814–829	
			<p><i>Meeting the Standards, Unit 1</i> 60; <i>Meeting the Standards, Unit 2</i> 22; <i>Meeting the Standards, Unit 3</i> 30; <i>Meeting the Standards, Unit 4</i> 23, 27, 46–47, 48; <i>Meeting the Standards, Unit 5</i> 32; <i>Meeting the Standards, Unit 6</i> 26; <i>Meeting the Standards, Unit 7</i> 21; <i>Meeting the Standards, Unit 8</i> 28, 46, 51, 59–60; <i>English Language Learners</i> 3, 11, 22, 33, 47, 58, 75, 88, 100, 107, 116, 123, 132, 138, 146, 153, 165, 172, 179; <i>Developing Readers</i> 26–27</p>

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<p>18. Read the Table of Contents. Chapter 1: America Before the Americans Chapter 2: Colonial Taxes Chapter 3: Revolutionary Heroes Chapter 4: Symbols of a New Nation Chapter 5: From Farm to Factory Which chapter would provide the BEST information about the first American flag?</p>	<p>Reading Informational Text RI.6.5. 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.</p>	260–262, 263–269	
		270–283	<i>Meeting the Standards, Unit 3 32</i>
		286–290	
		291–297	<i>Meeting the Standards, Unit 3 39</i>
		303–305, 376–377, 392–396	
			<i>Meeting the Standards, Unit 3 80; Meeting the Standards, Unit 4 57; English Language Learners 105–113; Developing Readers 23–24</i>
<p>19. Read the card catalog entry... Who wrote the book listed on the entry?</p>	<p>Writing W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	784–791	
		792–793	<i>Speaking & Listening 24–26</i>
		876–886	
			<i>Advanced Students 1–2, 6–7, 10–11, 12–13, 15–16, 17–18, 19–20, 23, 24–25, 26, 27–28, 30–31, 34–35, 40–41; English Language Learners 105–113; Extension Activities 1–2, 12–13, 17–18, 19–20, 24–25; Writing 51–59</i>
<p>20. Read the sentence. Another doctor was concerned with the ears, nose, and throat. Which key idea in the passage does the sentence support?</p>	<p>Reading Informational Text RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	260–262	
		263–269	<i>Meeting the Standards, Unit 3 19–20</i>
		291–297	<i>Meeting the Standards, Unit 3 39</i>
		298–302	
		344–349	
		419–425	
			<i>Meeting the Standards, Unit 3 59; Advanced Students 24–25; English Language Learners 105–113; Literature & Reading 6–8, 9–12</i>
<p>21. Which sentence should be added to the last paragraph to help conclude the report?</p>	<p>Writing W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	120–125, 442–447, 450, 688–693, 784–791	
			<i>Advanced Students 1–2, 34–35; Extension Activities 1–2, 12–13, 19–20; Writing 51–59</i>

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<p>22. Which sentence supports the following inference? Before 1900, most doctors did not specialize but cared for all of a patient's injuries and illnesses.</p>	<p>Reading Informational Text RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	263–269	<i>Meeting the Standards, Unit 3 20–21, 25; Extension Activities 8</i>
		270–283	<i>Meeting the Standards, Unit 3 31, 32</i>
		286–290	<i>Developing Readers 16–18</i>
		291–297	<i>Meeting the Standards, Unit 3 39</i>
		298–302, 303–309	
		311–319	<i>Meeting the Standards, Unit 3 52</i>
		321–330	<i>Meeting the Standards, Unit 3 59; Extension Activities 9</i>
		332–343	<i>Meeting the Standards, Unit 3 61, 62–63, 64, 65; English Language Learners 86–97</i>
		344–349	<i>Meeting the Standards, Unit 3 70</i>
		378–391	<i>Meeting the Standards, Unit 4 21; Developing Readers 19–21</i>
		392–396	<i>Developing Readers 25–27</i>
		398–408	<i>Meeting the Standards, Unit 4 29, 32, 33; Advanced Students 24–25</i>
		410–418	
		419–425	<i>English Language Learners 98–104</i>
		427–433	<i>Meeting the Standards, Unit 4 53–54</i>
<p>23. Read the sentence from the report. (9) The business people developed ways to help staff <u>deal with</u> record keeping and paperwork. Which word BEST replaces the underlined part of the sentence?</p>	<p>Writing W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	120–125, 442–447, 688–693, 696, 784–791	
			<i>Extension Activities 15–16; Literature & Reading 1–3; Writing 1–11, 12–22, 23–34, 35–42, 51–59</i>
<p>24. Which detail supports the idea that the Mayo brothers created a new type of medical practice?</p>	<p>Reading Informational Text RI.6.8. 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.</p>	260–262, 285, 291–297, 298–302, 303–305	
			<i>Meeting the Standards, Unit 3 62–63, 76–77, 82–83; Meeting the Standards, Unit 4 32, 60–61; English Language Learners 86–97, 98–104; Literature & Reading 6–8</i>

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<p>25. Read this sentence from Paragraph 2 of the passage. The practice began in 1889. During this time, the Mayos' hometown of Rochester had a shortage of doctors. Which of the following BEST combines the sentences?</p>	<p>Writing W.6.5. 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.</p>	<p>120–125, 244–251, 263–269, 442–447, 528–533, 606–611, 688–693, 784–791, 866–875</p>	<p><i>Advanced Students</i> 37, 49–50; <i>Literature & Reading</i> 16–18; <i>Writing</i> 1–11, 12–22, 23–34, 35–42, 43–50, 51–59, 60–68, 69–78</p>
<p>26. Read the sentences from Paragraph 4 of the passage. In 1907 an employee brought a new filing system to the hospital. The system made it possible to find all of a patient's medical records in one location. What is the BEST way to combine the sentences?</p>	<p>Writing W.6.5. 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.</p>	<p>120–125, 244–251, 263–269, 442–447, 528–533, 606–611, 688–693, 784–791, 866–875</p>	<p><i>Advanced Students</i> 37, 49–50; <i>Literature & Reading</i> 16–18; <i>Writing</i> 1–11, 12–22, 23–34, 35–42, 43–50, 51–59, 60–68, 69–78</p>
<p>27. Read the sentence. The guard <u>was instruct</u> to stay at the gate until midnight. Which is the correct way to write the underlined part of the sentence?</p>	<p>Language L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	120–125	
		148	<i>Grammar & Style</i> 34–37, 44–46
		284	<i>Grammar & Style</i> 38–40
		320, 362–367, 442–447, 528–533, 606–611, 688–693, 784–791, 830–865	
			<p><i>English Language Learners</i> 8, 19, 30, 44, 55, 72, 85, 97, 104, 113, 120, 129, 135, 143, 150, 162, 169, 176, 185; <i>The Grammar & Style</i> supplement provides thorough coverage of this CCSS throughout. Representative examples include pp. 1–5, 19–22, 50–52, 81–83, 111–113, 126–127, 158–159, 177–179, 209–212; <i>Writing</i> 1–11, 12–22, 23–34, 35–42, 43–50, 51–59, 60–68, 69–78</p>

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
<p>28. Read the sentences. 1. The meeting was closed to the public. 2. Nevertheless, many citizens showed up demanding to be heard. 3. The mayor eventually agreed that they had a right to be heard. 4. The doors opened, and so began the city's noisiest meeting on record. Which sentence serves as a transition?</p>	<p>Writing W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>244–249, 459–463, 528–533, 562–564, 867–875</p>	<p><i>Advanced Students</i> 30–31; <i>Writing</i> 60–68, 69–78</p>
<p>29. Read the sentences. We threw bread crumbs at the ducks. The animals swam onto shore. What is the BEST way to revise the sentences to vary the sentence patterns?</p>	<p>Language L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>528–533</p>	<p><i>Grammar & Style</i> 213–215; <i>Writing</i> 23–34</p>
<p>30. Read the sentence fragment. Crawling around on the ground, members of the Geology Club looking for geodes. How should the fragment be written to make a complete sentence?</p>	<p>Language L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>120–125, 362–367, 442–447, 528–533, 606–611, 688–693, 784–791, 830–865</p>	<p><i>English Language Learners</i> 45–55, 121–129; <i>Extension Activities</i> 1–2, 10–11; <i>Writing</i> 1–11, 12–22, 23–34, 35–42, 43–50, 51–59, 60–68, 69–78</p>

Formative Survey 2 Remediation Rubric

Use the following chart to help students learn the concepts behind the Formative Survey questions. The first column lists the questions from the test. The second column lists the Common Core State Standard addressed by each question. The third column identifies the textbook pages where material covering each standard is found, so that students can review concepts and examples. The final column lists supplemental material also available for review and practice. Supplement pages listed in the same row as textbook pages directly support the corresponding textbook material. Supplement pages that cover a standard but are not directly tied to the listed textbook pages are included in the last row for the standard.

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
1. What is the setting of the poem?	Reading Literature RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9–23	<i>Meeting the Standards, Unit 1</i> 19–20, 22, 23–26
		25–39	<i>Meeting the Standards, Unit 1</i> 31; <i>Developing Readers</i> 1–3
		50–55	<i>Meeting the Standards, Unit 1</i> 37, 38
		56–63	<i>Meeting the Standards, Unit 1</i> 42; <i>Developing Readers</i> 4–6
		68–73	<i>Meeting the Standards, Unit 1</i> 48, 49; <i>English Language Learners</i> 1–8; <i>Developing Readers</i> 7–9
		86–94	<i>Meeting the Standards, Unit 1</i> 62–63, 64
		95–102	<i>Meeting the Standards, Unit 1</i> 69, 70
		135–147	<i>Meeting the Standards, Unit 2</i> 23
		803	
			<i>Meeting the Standards, Unit 1</i> 53–54, 55, 74, 75, 76, 80, 81; <i>Meeting the Standards, Unit 2</i> 27, 28, 31, 32–33, 39–40, 41, 51, 55, 58, 61, 63, 67, 68, 72, 74; <i>Meeting the Standards, Unit 5</i> 19–20, 22, 25, 26, 30, 39, 43–44, 46, 55, 66–67, 68, 70, 72, 75, 77; <i>Meeting the Standards, Unit 6</i> 20, 27, 28, 32, 38–39, 41, 47, 57–58, 59, 60, 75–76, 80, 81 82; <i>Meeting the Standards, Unit 7</i> 19–20, 27, 33, 37, 43, 44; <i>Meeting the Standards, Unit 8</i> 19–20, 24, 27, 37–38, 39, 40, 67, 68, 73, 74, 75; <i>Advanced Students</i> 8, 9, 14, 32, 33, 38–39, 46–47, 51; <i>English Language Learners</i> 9–19, 20–30, 31–44, 45–55, 56–72, 114–120, 121–129 130–135, 136–143, 144–150, 151–162, 163–169, 170–176, 177–185; <i>Developing Readers</i> 10–12, 13–15, 31–33, 34–36, 37–39, 40–42, 43–45, 46–48, 49–51, 52–54, 55–57, 58–60; <i>Extension Activities</i> 7, 14, 21–22; <i>Literature & Reading</i> 1–3, 4–5, 23–24

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
2. What image is created in Stanza 1 of the poem?	Language L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	228	<i>Grammar & Style</i> 160–163
		442–447, 528–533, 534–535, 612–613, 692	
		766	<i>Grammar & Style</i> 12–14
		830–865, 866–875	
			<i>English Language Learners</i> 8, 19, 30, 44, 55, 72, 85, 97, 104, 113, 120, 129, 135, 143, 150, 162, 169, 176, 185; The <i>Grammar & Style</i> supplement provides thorough coverage of this CCSS throughout. Representative examples include pp. 1–5, 19–22, 50–52, 81–83, 111–113, 126–127, 158–159, 177–179, 209–212; <i>Writing</i> 1–11, 12–22, 23–34, 41, 49, 57, 66, 76
3. What effect does the moon have on the performance?	Reading Literature RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	4–5, 6–7	
		8–23	<i>Meeting the Standards, Unit 1</i> 23–26
		213–227, 620–621, 806	
			<i>Meeting the Standards, Unit 1</i> 32, 38, 43, 64, 77–78, 80, 83–84; <i>Meeting the Standards, Unit 2</i> 41, 69–70, 75–76; <i>Meeting the Standards, Unit 4</i> 66–67; <i>Meeting the Standards, Unit 8</i> 70–71, 76–77; <i>Advanced Students</i> 9, 27–28; <i>English Language Learners</i> 73–85; <i>Developing Readers</i> 29–30; <i>Literature & Reading</i> 1–3, 4–5, 23–24; <i>Speaking & Listening</i> 14–17
4. What is the rhyming pattern throughout the poem?	Reading Literature RL.6.5. 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.	4–8, 260–262, 376–378, 456–459, 542, 620–622, 702–703	
			<i>Meeting the Standards, Unit 1</i> 48; <i>Meeting the Standards, Unit 3</i> 80; <i>Meeting the Standards, Unit 5</i> 51, 56, 59, 71; <i>Meeting the Standards, Unit 6</i> 65
5. Suppose you are asked to orally paraphrase Stanza 3 of the poem. Which is the BEST paraphrase?	Speaking and Listening SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	126–127	<i>Speaking & Listening</i> 1–2
		252–253	<i>Speaking & Listening</i> 3–6
		368–369	<i>Speaking & Listening</i> 7–9
		534–535	<i>Speaking & Listening</i> 14–17
		612–613	<i>Speaking & Listening</i> 18–20
		694–695	<i>Speaking & Listening</i> 21–23
		792–793	<i>Speaking & Listening</i> 24–26
	<i>Meeting the Standards, Unit 4</i> 19–20, 51–52; <i>Advanced Students</i> 44–45; <i>English Language Learners</i> 136–143; <i>Extension Activities</i> 1–2, 9		

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
<p>6. Which of the following BEST summarizes the main idea of Stanza 4?</p>	<p>Reading Literature RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	4–5	
		56–66	<i>Meeting the Standards, Unit 1</i> 42, 43
		149	
		150–159	<i>English Language Learners</i> 20–30
		270–283, 296–297, 344–349, 438–440, 551–560, 784–791, 799–813	
			<i>Meeting the Standards, Unit 1</i> 32, 77–78, 83; <i>Meeting the Standards, Unit 2</i> 68, 69, 75–76; <i>Meeting the Standards, Unit 8</i> 70–71, 76–77; <i>Advanced Students</i> 8, 9, 14, 21–22, 32, 44, 46–47, 52–53; <i>English Language Learners</i> 1–8; <i>Developing Readers</i> 38–39; <i>Literature & Reading</i> 1–3, 4–5; <i>Speaking & Listening</i> 3–6
<p>7. In a class discussion, a student makes the following comment. The mood of the poem changes. The beginning of the poem has a mood of anticipation. Which comment BEST builds on the first student's comment?</p>	<p>Speaking and Listening SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, text, and issues, building on others' ideas and expressing their own clearly.</p>	229–235, 270–283, 419–425, 514–516, 568–571	
		580–583	<i>Advanced Students</i> 37
		588–590	
		591–593	<i>Meeting the Standards, Unit 6</i> 67
		601–602	
		623–636	<i>Developing Readers</i> 50–51
		637–642, 644–648	<i>Meeting the Standards, Unit 1</i> 68; <i>Meeting the Standards, Unit 2</i> 23, 46, 58, 63; <i>Meeting the Standards, Unit 8</i> 24; <i>Advanced Students</i> 24–25; <i>Developing Readers</i> 2–3, 5–6, 8–9, 11–12, 32–33, 35–36, 53–54, 56–57; <i>Extension Activities</i> 5–6, 7, 8, 9, 14, 15–16
<p>8. In a class discussion of the two-part story, which comment would be MOST effective?</p>	<p>Speaking and Listening SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	229–235, 270–283, 419–425, 514–516, 568–571	
		580–583	<i>Advanced Students</i> 37
		588–590	
		591–593	<i>Meeting the Standards, Unit 6</i> 67
		601–602	
		623–636	<i>Developing Readers</i> 50–51
		637–642, 644–648	<i>Meeting the Standards, Unit 1</i> 68; <i>Meeting the Standards, Unit 2</i> 23, 46, 58, 63; <i>Meeting the Standards, Unit 8</i> 24; <i>Advanced Students</i> 24–25; <i>Developing Readers</i> 2–3, 5–6, 8–9, 11–12, 32–33, 35–36, 53–54, 56–57; <i>Extension Activities</i> 5–6, 7, 8, 9, 14, 15–16

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
<p>9. One way that Audrey and Vanessa are similar in the story is that they both...</p>	<p>Reading Literature RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	9–23	<i>Meeting the Standards, Unit 1</i> 19–20, 22, 23–26
		25–39	<i>Meeting the Standards, Unit 1</i> 31; <i>Developing Readers</i> 1–3
		50–55	<i>Meeting the Standards, Unit 1</i> 37, 38
		56–63	<i>Meeting the Standards, Unit 1</i> 42; <i>Developing Readers</i> 4–6
		68–73	<i>Meeting the Standards, Unit 1</i> 48, 49; <i>English Language Learners</i> 1–8; <i>Developing Readers</i> 7–9
		86–94	<i>Meeting the Standards, Unit 1</i> 62–63, 64
		95–102	<i>Meeting the Standards, Unit 1</i> 69, 70
		135–147	<i>Meeting the Standards, Unit 2</i> 23
		803	
			<p><i>Meeting the Standards, Unit 1</i> 53–54, 55, 74, 75, 76, 80, 81; <i>Meeting the Standards, Unit 2</i> 27, 28, 31, 32–33, 39–40, 41, 51, 55, 58, 61, 63, 67, 68, 72, 74; <i>Meeting the Standards, Unit 5</i> 19–20, 22, 25, 26, 30, 39, 43–44, 46, 55, 66–67, 68, 70, 72, 75, 77; <i>Meeting the Standards, Unit 6</i> 20, 27, 28, 32, 38–39, 41, 47, 57–58, 59, 60, 75–76, 80, 81 82; <i>Meeting the Standards, Unit 7</i> 19–20, 27, 33, 37, 43, 44; <i>Meeting the Standards, Unit 8</i> 19–20, 24, 27, 37–38, 39, 40, 67, 68, 73, 74, 75; <i>Advanced Students</i> 8, 9, 14, 32, 33, 38–39, 46–47, 51; <i>English Language Learners</i> 9–19, 20–30, 31–44, 45–55, 56–72, 114–120, 121–129 130–135, 136–143, 144–150, 151–162, 163–169, 170–176, 177–185; <i>Developing Readers</i> 10–12, 13–15, 31–33, 34–36, 37–39, 40–42, 43–45, 46–48, 49–51, 52–54, 55–57, 58–60; <i>Extension Activities</i> 7, 14, 21–22; <i>Literature & Reading</i> 1–3, 4–5, 23–24</p>

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
10. When read together, Vanessa's and Audrey's accounts show that...	Reading Literature RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	170	<i>Vocabulary & Spelling</i> 48–49
		397	<i>Vocabulary & Spelling</i> 42–43, 44–45, 46–47
		398–408	<i>Meeting the Standards, Unit 4</i> 29
		486	<i>Vocabulary & Spelling</i> 34–35, 36–37, 38–39
		649	<i>Vocabulary & Spelling</i> 70–71
		814–829	
			<i>Meeting the Standards, Unit 1</i> 79; <i>Meeting the Standards, Unit 2</i> 49–50, 56–57; <i>Meeting the Standards, Unit 3</i> 72, 78, 80; <i>Meeting the Standards, Unit 4</i> 62; <i>Meeting the Standards, Unit 5</i> 25, 37–38, 45, 56, 65, 74; <i>Meeting the Standards, Unit 6</i> 26, 50; <i>Meeting the Standards, Unit 7</i> 42; <i>Advanced Students</i> 32, 38–39; <i>English Language Learners</i> 121–129, 144–150; <i>Developing Readers</i> 11–12, 26–27; <i>Extension Activities</i> 15–16
11. How would your experience of watching a video of the story “State Championship” differ from reading the story?	Reading Literature RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	252–253	<i>Speaking & Listening</i> 3–6
		623–636	<i>Meeting the Standards, Unit 7</i> 19–20; <i>Developing Readers</i> 50–51
		667–686	<i>Meeting the Standards, Unit 7</i> 45
		892, 896	
			<i>Meeting the Standards, Unit 5</i> 19–20; <i>Meeting the Standards, Unit 6</i> 68

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
<p>12. One of these lines is from a poem about running, and the others are from a story about running. Which line is most likely from the poem?</p>	<p>Reading Literature RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	75–85	<i>Meeting the Standards, Unit 1</i> 53–54, 55
		95–102	<i>Meeting the Standards, Unit 1</i> 70
		150–159	<i>Meeting the Standards, Unit 2</i> 28
		171–182	<i>Meeting the Standards, Unit 2</i> 39–40, 41, 42; <i>Advanced Students</i> 9
		192–212, 213–227, 291–297, 303–309	
		332–343	<i>Meeting the Standards, Unit 3</i> 62–63, 64, 65
		344–349	
		398–408	<i>Meeting the Standards, Unit 4</i> 30–31, 32, 33; <i>Advanced Students</i> 24–25
		637–642	<i>Meeting the Standards, Unit 7</i> 25–26, 27, 28; <i>Advanced Students</i> 42–43
		732–744	<i>Meeting the Standards, Unit 8</i> 37–38, 39, 40; <i>Advanced Students</i> 51
		745–749, 750–754	
<p>13. Read the sentence. New York which had received 12 inches of snow in a few hours was at a standstill. How should the sentence be revised?</p>	<p>Language L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	120–125	
		228	<i>Grammar & Style</i> 160–163
		505	<i>Grammar & Style</i> 175–176
		830–865	
			<i>English Language Learners</i> 113; <i>Grammar & Style</i> 139–141; <i>Writing</i> 12–22, 23–34
<p>14. Read the sentences from a report. Science fiction is a type of literature... What is the BEST way to revise the last sentence to fit the style and tone of the report?</p>	<p>Language L.6.3.b. Maintain consistency in style and tone.</p>	442–447, 528–533, 534–535, 612–613, 688–692, 830–865, 866–875	
			<i>Advanced Students</i> 3–5, 49–50; <i>English Language Learners</i> 19; <i>Grammar & Style</i> 191–195, 204–205, 213–215; <i>Speaking & Listening</i> 3–6; <i>Writing</i> 1–11, 12–22, 23–34, 35–42, 43–50, 51–59, 60–68, 69–78

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
<p>15. Read the dictionary entry. <u>single</u> <i>adj.</i> 1. not accompanied by another 2. consisting of one part 3. a one-base hit 4. a song Read this sentence. Only a <u>single</u> flower grew in the thick grass. Which definition of <u>single</u> is used in the sentence?</p>	<p>Language L.6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	331	<i>Vocabulary & Spelling</i> 14–15
		486	<i>Vocabulary & Spelling</i> 34–35, 36–37, 38–39
		715	<i>Vocabulary & Spelling</i> 68–69, 76–77
		814–829	
			<p><i>Meeting the Standards, Unit 1</i> 60; <i>Meeting the Standards, Unit 2</i> 22; <i>Meeting the Standards, Unit 3</i> 30; <i>Meeting the Standards, Unit 4</i> 23, 27, 46–47, 48; <i>Meeting the Standards, Unit 5</i> 32; <i>Meeting the Standards, Unit 6</i> 26; <i>Meeting the Standards, Unit 7</i> 21; <i>Meeting the Standards, Unit 8</i> 28, 46, 51, 59–60; <i>English Language Learners</i> 3, 11, 22, 33, 47, 58, 75, 88, 100, 107, 116, 123, 132, 138, 146, 153, 165, 172, 179; <i>Developing Readers</i> 26–27</p>
<p>16. Which resource would provide the MOST current information about city bus routes?</p>	<p>Writing W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	784–791	
		792–793	<i>Speaking & Listening</i> 24–26
		876–886	
			<p><i>Advanced Students</i> 1–2, 6–7, 10–11, 12–13, 15–16, 17–18, 19–20, 23, 24–26, 27–28, 30–31, 34–35, 40–41; <i>English Language Learners</i> 105–113; <i>Extension Activities</i> 1–2, 12–13, 17–18, 19–20, 24–25; <i>Writing</i> 51–59</p>
<p>17. How do the words <u>quiet</u> and <u>solemn</u> differ?</p>	<p>Language L.6.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	170	<i>Grammar & Style</i> 48–49
		397	<i>Grammar & Style</i> 42–43, 44–45, 46–47
		486	
		575	
		649	
		814–829	
			<p><i>Meeting the Standards, Unit 5</i> 25, 32; <i>Meeting the Standards, Unit 6</i> 49; <i>Meeting the Standards, Unit 7</i> 38; <i>English Language Learners</i> 85; <i>Grammar & Style</i> 82–83</p>

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
18. Read the card catalog entry... Which information would be MOST useful in locating this work?	Writing W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	784–791	
		792–793	<i>Speaking & Listening</i> 24–26
		876–886	
			<i>Advanced Students</i> 1–2, 6–7, 10–11, 12–13, 15–16, 17–18, 19–20, 23, 24–25, 26, 27–28, 30–31, 34–35, 40–41; <i>English Language Learners</i> 105–113; <i>Extension Activities</i> 1–2, 12–13, 17–18, 19–20, 24–25; <i>Writing</i> 51–59
19. Which question could NOT be answered by using this chart?	Reading Informational Text RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	376–377	
		378–391	<i>Meeting the Standards, Unit 4</i> 19–20, 21; <i>Advanced Students</i> 23
		392–396	<i>Meeting the Standards, Unit 4</i> 25–26
		427–433	<i>Meeting the Standards, Unit 4</i> 51–52
			<i>Meeting the Standards, Unit 3</i> 49–50; <i>English Language Learners</i> 105–113
20. Read the sentence from Paragraph 3 of the report. If a person misses even a single hour of required sleep, he or she can have serious problems thinking and moving the next day! To improve the flow of the report...	Reading Informational Text RI.6.5. 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.	260–262, 263–269	
		270–283	<i>Meeting the Standards, Unit 3</i> 32
		286–290	
		291–297	<i>Meeting the Standards, Unit 3</i> 39
		303–305, 376–377, 392–396	
			<i>Meeting the Standards, Unit 3</i> 80; <i>Meeting the Standards, Unit 4</i> 57; <i>English Language Learners</i> 105–113; <i>Developing Readers</i> 23–24
21. Read the sentence from Paragraph 4. Without adequate sleep, you may be extremely worn out and so tired you can't get through the day because you didn't get enough sleep. What is the BEST way to revise the sentence to avoid repetition?	Writing W.6.5. 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.	120–125, 244–251, 263–269, 442–447, 528–533, 606–611, 688–693, 784–791, 866–875	
			<i>Advanced Students</i> 37, 49–50; <i>Literature & Reading</i> 16–18; <i>Writing</i> 1–11, 12–22, 23–34, 35–42, 43–50, 51–59, 60–68, 69–78

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
22. Which sentence would be the BEST topic sentence for Paragraph 4?	Writing W.6.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	26–39, 120–125, 442–447, 450, 568–571, 637–642, 688–693, 696, 784–791	
			<i>Advanced Students</i> 10–11, 12–13, 14, 19–20, 24–25, 26, 32, 34–35, 36, 38–39, 40–41; <i>English Language Learners</i> 105–113; <i>Extension Activities</i> 1–2; <i>Writing</i> 51–59
23. What method does the author use to support the main idea of Paragraph 5?	Reading Informational Text RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	260–262	
		263–269	<i>Meeting the Standards, Unit 3</i> 19–20
		291–297	<i>Meeting the Standards, Unit 3</i> 39
		298–302, 344–349, 419–425	
			<i>Meeting the Standards, Unit 3</i> 59; <i>Advanced Students</i> 24–25; <i>English Language Learners</i> 105–113; <i>Literature & Reading</i> 6–8, 9–12
24. Which sentence supports the inference that the writer of the report would rather be active than sleep?	Reading Informational Text RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	264–269	<i>Meeting the Standards, Unit 3</i> 19–20, 23–24, 25
		270–283	<i>Meeting the Standards, Unit 3</i> 31, 32
		286–290	<i>Developing Readers</i> 16–18
		292–297, 298–302, 303–309	
		311–319	<i>Meeting the Standards, Unit 3</i> 52
		321–330	<i>Meeting the Standards, Unit 3</i> 59
		332–343	<i>Meeting the Standards, Unit 3</i> 62–63, 64, 65; <i>English Language Learners</i> 86–97
		344–349	<i>Meeting the Standards, Unit 3</i> 70
		378–391	<i>Meeting the Standards, Unit 4</i> 21; <i>Developing Readers</i> 19–21
		392–396	<i>Developing Readers</i> 25–27
		398–408	<i>Meeting the Standards, Unit 4</i> 30–31, 32, 33; <i>Advanced Students</i> 24–25
		410–418	<i>Meeting the Standards, Unit 4</i> 40–41
		420–425	<i>Meeting the Standards, Unit 4</i> 48; <i>English Language Learners</i> 98–104
		428–433	<i>Meeting the Standards, Unit 4</i> 53–54
	<i>Meeting the Standards, Unit 3</i> 79, 80; <i>Meeting the Standards, Unit 4</i> 57, 58, 64, 65; <i>English Language Learners</i> 105–113; <i>Developing Readers</i> 22–24, 28–30; <i>Literature & Reading</i> 6–8, 9–12		

If students answer the following question incorrectly...	they need additional teaching and practice on CCSS...	which you will find in the following textbook pages...	and in these supplement pages...
25. Suppose the student is giving a presentation on the report. Which of the following audio or graphic aids would NOT help listeners understand the information?	Speaking and Listening SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	126–127	
		448–449	<i>Speaking & Listening</i> 10–13
		792–793	<i>Speaking & Listening</i> 24–26
		890–898	
			<i>Meeting the Standards, Unit 4</i> 19–20, 43–45, 51–52; <i>Advanced Students</i> 6–7, 17–18, 23
26. Which statement is NOT supported by evidence in the report?	Reading Informational Text RI.6.8. 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.	260–262, 285, 291–297, 298–302, 303–305	
			<i>Meeting the Standards, Unit 3</i> 62–63, 76–77, 82–83; <i>Meeting the Standards, Unit 4</i> 32, 60–61; <i>English Language Learners</i> 86–97, 98–104; <i>Literature & Reading</i> 6–8
27. What is the MAIN purpose of the report?	Reading Informational Text RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	270–283, 285, 291–297, 344–349	
			<i>Meeting the Standards, Unit 3</i> 52, 64, 68; <i>Advanced Students</i> 24–25; <i>English Language Learners</i> 86–97, 98–104; <i>Developing Readers</i> 16–18; <i>Literature & Reading</i> 6–8, 9–12
28. Read the sentence. Sam told Luis that he would be responsible for the poster for the group’s presentation. How should the sentence be revised?	Language L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	148	<i>Grammar & Style</i> 34–37, 41–43, 44–46, 47–49
		284	<i>Grammar & Style</i> 38–40
		320, 830–865	
29. Read the sentences. 1. Detective Alvarez followed the dog’s trail. 2. Unfortunately... Which sentence serves as a transition?	Writing W.6.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	244–249, 459–463, 528–533, 562–564, 867–875	
			<i>Advanced Students</i> 30–31; <i>Writing</i> 60–68, 69–78
30. Read the paragraph. (1) Elephants on Earth are amazing animals. (2) They are the largest land mammal... What is the BEST way to combine Sentences 1 and 2?	Writing W.6.5. 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.	120–125, 244–251, 263–269, 442–447, 528–533, 606–611, 688–693, 784–791, 866–875	
			<i>Advanced Students</i> 37, 49–50; <i>Literature & Reading</i> 16–18; <i>Writing</i> 1–11, 12–22, 23–34, 35–42, 43–50, 51–59, 60–68, 69–78