

**CORRELATION
INDIANA DEPARTMENT OF EDUCATION
ACADEMIC STANDARDS**

SUBJECT: Reading
CATEGORY: K-5 (6) Comprehensive Core Reading Program
SUBMISSION TITLE: Imagine It! 2008
PUBLISHER: McGraw-Hill/SRA
GRADE(S): Level 6

ACADEMIC STANDARD	STANDARD DESCRIPTION	PAGE(S) WHERE TAUGHT
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development <i>Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>		
Decoding and Word Recognition		
6.1.1	Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	Unit 1: 45B, 73B, 93B, 113B, 133B; Unit 2: 161B, 177B, 209B, 233B, 255B; Unit 3: 283B, 301B, 303M, 327B, 345B, 367B; Unit 4: 397B, 419B, 433B, 453B, 483B; Unit 5: 509B, 535B, 551B, 571B, 587B; Unit 6: 613B, 637B, 659B, 683B, 699B
Vocabulary and Concept Development		
6.1.2	Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings.	Unit 1: 81, 89, 95R; Unit 3: 286P, 286R, 295, 303R, 313, 315, 321, 323, 329R; Unit 4: 380Q, 400O, 400R, 431, 435R, 483O; Unit 5: 523, 529, 571A, 574Q, 590; Unit 6: 598P, 598Q, 669, 671, 685R
6.1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Unit 1: 96Q, 115O; Unit 3: 266Q, 348Q, 348R, 367Q
6.1.4	Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	Unit 1: 20, 45A, 50, 76, 91B, 95Q, 96, 116; Unit 2: 144, 164, 179Q, 180, 212, 235Q, 236; Unit 3: 266, 286, 304, 330, 348; Unit 4: 400, 422, 436, 456; Unit 5: 494, 512, 538, 554, 571A, 574; Unit 6: 598, 616, 640, 662, 686
6.1.5	Understand and explain slight differences in meaning in related words.	Unit 1: 96Q, 96R, 115O; Unit 3: 330Q, 330R; Unit 5: 494Q, 494R, 511O, 512Q, 512R, 537O; Unit 6: 598Q
Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.</i>		

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Structural Features of Informational and Technical Materials		
6.2.1	Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	Unit 2: 178, 234-235, 243, 249, 255T, 256; Unit 3: 275, 285R, 328, 368; Unit 4: 398, 454; Unit 5: 503, 507, 510, 511R, 536; Unit 6: 627, 633, 639R, 660, 700
6.2.2	Analyze text that uses a compare-and-contrast organizational pattern.	Unit 1: 101, 105; Unit 3: 317, 319, 325; Unit 4: 429; Unit 5: 499, 501, 565, 567; Unit 6: 621, 623, 625
Analysis of Grade-Level-		
6.2.3	Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	Unit 1: 43A, 48, 71A, 72-74, 91A, 92, 94, 95Q, 111A, 111B, 112, 113, 113A, 124, 128, 130, 131A, 132, 133S; Unit 2: 159A, 175A, 176, 179Q, 186, 188, 190, 207A-207B, 208, 211Q, 231A, 232, 244, 246, 251-252, 253A, 254, 255S; Unit 3: 281A, 283, 290, 299A, 325A, 326, 327, 334, 343A, 344, 347Q, 362, 365A, 366; Unit 4: 395A, 417A, 418, 426, 431A, 431B, 432, 442, 448, 451A, 455Q, 462, 466, 478, 481A, 482, 483S; Unit 5: 507A, 518, 524, 528, 533A, 534, 537Q, 542, 544, 548, 549A, 550, 553Q, 569A, 578, 582, 585A, 586, 587S; Unit 6: 611A, 620, 632, 635A, 636, 637A, 644, 646, 654, 656, 657A, 658, 661Q, 681A, 682, 690, 692, 694, 697A, 698-699, 699S
6.2.4	Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	Unit 1: 20T, 50T, 76T, 95Q, 96T, 116T, 133S; Unit 2: 144T, 150, 158, 161A, 163Q, 164T, 174, 179Q, 180T, 188, 192, 204, 211Q, 212T, 236T; Unit 3: 266T, 286T, 292, 298, 301A, 304T, 330T, 340, 342, 347Q, 348T, 360, 364, 367S; Unit 4: 380T, 400T, 406, 416, 421Q, 422T, 436T, 444, 450, 455Q, 456T; Unit 5: 494T, 512T, 518, 526, 532, 538T, 554T, 562, 573Q, 574T, 580, 584, 587S; Unit 6: 598T, 604, 610, 616T, 640T, 662T, 668, 674, 680, 685Q, 686T

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6.2.5	Follow multiple-step instructions for preparing applications.	Unit 6: 699O
Expository (Informational) Critique		
6.2.6	Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	Unit 1: 43A, 71A, 91A, 111A, 131A; Unit 2: 159A, 175A, 207A, 231A, 253A; Unit 3: 281A, 299A, 325A, 343A, 365A; Unit 4: 395A, 417A, 431A, 451A, 481A; Unit 5: 507A, 533A, 549A, 569A, 585A; Unit 6: 611A, 635A, 642A, 681A, 697A
6.2.7	Make reasonable statements and conclusions about a text, supporting them with evidence from the text.	Unit 1: 71, 72, 83, 92, 95, 95Q, 107, 112, 115Q, 120, 121, 123, 133A, 133S; Unit 2: 149, 153, 163Q, 177, 193, 209, 231; Unit 3: 281-283, 300, 301, 316, 325-327, 337, 339, 343, 345, 365, 367; Unit 4: 397, 405, 409, 419, 431, 483, 487; Unit 5: 506, 508, 535, 545, 551, 570-571, 587; Unit 6: 613, 629, 631, 637, 655, 675, 679, 683, 683A, 685Q, 695, 697, 699S
6.2.8	Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.	Unit 1: 61; Unit 3: 365
6.2.9	Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence)	Unit 3: 298, 365
STANDARD 3 READING: Comprehension and Analysis of Literary Text <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.</i>		
Structural Features of Literature		
6.3.1	Identify different types (genres) of fiction and describe the major characteristics of each form.	Unit 1: 43A; Unit 2: 175B; Unit 3: 343B, 365B; Unit 4: 395B, 445, 451A; Unit 5: 549B; Unit 6: 697A

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Analysis of Grade-Level-Appropriate Literary Text		
6.3.2	Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	Unit 1: 30, 129; Unit 4: 389
6.3.3	Analyze the influence of the setting on the problem and its resolution.	Unit 2: 171, 211F; Unit 3: 361; Unit 4: 455T, 463, 477, 483T
6.3.4	Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme.	Unit 1: 29, 37, 39, 41, 49M, 115M, 115T, 136; Unit 2: 258; Unit 3: 370/371; Unit 4: 486, 487; Unit 5: 590-591; Unit 6: 647, 649, 651
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.	Unit 1: 33, 85, 87, 91, 93A, 95Q; Unit 4: 385, 441, 455Q; Unit 6: 691, 699A, 699S
6.3.6	Identify and analyze features of themes conveyed through characters, actions, and images.	Unit 1: 24, 43, 43A, 91A, 111A, 111B, 112, 131A; Unit 3: 281A, 299A, 325A, 343A, 365A; Unit 4: 395A, 451A
6.3.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.	Unit 1: 37, 81, 89, 95R; Unit 2: 258; Unit 3: 295, 313, 315, 321, 323, 335, 341, 347R, 359, 367T, 370/371; Unit 4: 431, 435R, 486; Unit 5: 514, 519, 523, 537R, 579, 587T, 590; Unit 6: 649, 651, 669, 671.
6.3.9	Identify the main problem or conflict of the plot and explain how it is resolved.	Unit 1: 43, 109; Unit 4: 394, 413, 421T, 455M
Literary Criticism		
6.3.8	Critique the believability of characters and the degree to which a plot is believable or realistic.	Unit 2: 235G, 235H; Unit 4: 387, 389
Standard 4 WRITING: Processes and Features <i>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i>		

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Organization and Focus		
6.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Unit 1: 49C, 75E, 115F, 115G, 133G, 133I; Unit 2: 163A-163C, 163F, 179A-179C, 211E-211H; Unit 3: 285A-285C, 285E, 303A-303C, 329E, 347E, 347F, 367H; Unit 4: 399B-399C, 399E, 421E-421F, 455E-455G; Unit 5: 511A-511C, 511E-511G; Unit 6: 615A-615C, 615E, 615H, 639A-639C, 661E-661F, 685F, 699H
6.4.2	Choose the form of writing that best suits the intended purpose.	Unit 1: 75F, 75H; Unit 3: 285G, 329F, 347G, 367I; Unit 5: 573F, 595A; Unit 6: 685F, 699H
6.4.3	Write informational pieces of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to the purpose of the composition.	Unit 1: 75H, 95E; Unit 2: 163E-163H, 179E-179H; Unit 3: 329G, 347G; Unit 4: 399F, 421H, 435G; Unit 5: 511E, 511H, 537E-537G; Unit 6: 615E-615H, 639E
6.4.4	Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	Unit 1: 75F; Unit 3: 329F, 347G; Unit 4: 421H; Unit 6: 615H
Research Process and Technology		
6.4.5	Use note-taking skills when completing research for writing.	Unit 1: 75M, 115C; Unit 2: 163G-163H, 235A-235C; Unit 3: 285F, 347B; Unit 4: 435F, 455B; Unit 5: 511G-511H, 537M; Unit 6: 615F-615G, 685A-685C
6.4.6	Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	Unit 1: 115C, 115M; Unit 4: 455M, 483M-483N; Unit 5: 537M, 553M
6.4.7	Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	Unit 1: 95H, 141B; Unit 3: 347H; Unit 4: 399H, 435H; Unit 5: 553H; Unit 6: 639H

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Evaluation and Revision		
6.4.8	Review, evaluate, and revise writing for meaning and clarity.	Unit 1: 95F, 115G, 141A; Unit 2: 179G-179H, 235G; Unit 3: 285H, 303H, 329H, 347H, 377A; Unit 4: 399G, 435G, 483H-483I; Unit 5: 537H, 553E, 573G, 595B; Unit 6: 639F-639G, 661G, 685G, 699I, 707B
6.4.9	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Unit 1: 95G, 115H, 141B; Unit 2: 179H, 235H; Unit 3: 285H, 303H, 329H, 347H, 377B; Unit 4: 399H, 435H, 483J, 491B; Unit 5: 553G, 573H, 595B; Unit 6: 639G, 661H, 685H, 699J, 707B
6.4.10	Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Unit 2: 179G-179H, 235G; Unit 3: 285H, 303H, 329H, 347H; Unit 4: 435G, 491B; Unit 5: 553E-553F, 595B; Unit 6: 639F-639G
STANDARD 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4--Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i>		
6.5.1	Write narratives that establish and develop a plot and setting and present a point of view that is appropriate to the stories; include sensory details and clear language to develop plot and character; use a range of narrative devices, such as dialogue or suspense.	Unit 2: 211E-211H, 235E-235H; Unit 3: 367H; Unit 4: 455E, 491A
6.5.2	Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that state the thesis (position on the topic) or purpose; explain the situation; organize the composition clearly; offer evidence to support arguments and conclusions.	Unit 1: 75H, 95E, 115E; Unit 3: 285E, 303E, 329E, 347E; Unit 6: 661E-661H
6.5.4	Write responses to literature that develop an interpretation that shows careful reading, understanding, and insight; organize the interpretation around several clear ideas; support statements with evidence from the text.	Unit 3: 372/373; Unit 4: 487; Unit 5: 591; Unit 6: 702

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6.5.5	Write persuasive compositions that state a clear position on a proposition or proposal; support the position with organized and relevant evidence and effective emotional appeals; anticipate and address reader concerns and counterarguments.	Unit 2: 255G-255J; Unit 4: 399E, 421E, 435F; Unit 5: 595A
6.5.6	Use varied word choices to make writing interesting.	Unit 4: 483H-483I; Unit 6: 615M, 615T, 661G, 685G
6.5.7	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.	Unit 1: 49E, 75H, 115E; Unit 2: 211E, 255G-255J; Unit 3: 285E, 303E, 329E, 347E, 367H; Unit 4: 399E, 421E, 455E; Unit 5: 511E, 573E, 595A; Unit 6: 511E
6.5.8	Write summaries that contain the main ideas of the reading selection and the most significant details.	Unit 1: 133G ; Unit 5: 511H, 595A
Research Application		
6.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; demonstrates that information that has been gathered has been summarized; demonstrates that sources have been evaluated for accuracy, bias, and credibility; organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).	Unit 1: 49C, 75A, 75B, 95A-95D, 115, 115M, 133C, 133E, 133O; Unit 2: 163A-163C, 179A-179C, 211A-211D, 235A-235C, 255C-255E, 257A-257C; Unit 3: 285A-285C, 303A-303C, 329A-329D, 347A-347C, 367C-367E; Unit 4: 399B-399C, 421A-421C, 435A-435C, 455A-455C, 483C-483E, 485A-485C; Unit 5: 511A-511C, 511E-511H, 537A-537C, 553A, 553C, 553G, 553K-553L, 573A-573C, 587C-587E, 589A-589C; Unit 6: 615A-615C, 639A-639C, 661A-661C, 685A-685C, 699C-699E, 701A-701B

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STANDARD 6 WRITING: English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i>		
Sentence Structure		
6.6.1	Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	Unit 1: 49L, 75L, 75S, 133N; Unit 3: 303L, 329H, 347L; Unit 4: 421K-421L; Unit 5: 537L; Unit 6: 639F-639G, 699M
6.6.6	Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.	Unit 3: 303L, 303S; Unit 4: 455K-455L; Unit 6: 615H, 639G, 661L
Grammar		
6.6.2	Identify and properly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	Unit 2: 179K-179L; Unit 3: 303H; Unit 4: 435K-435L, 435S; Unit 5: 573K-573L; Unit 6: 639G, 639K, 699N
Punctuation		
6.6.3	Use colons after the salutation (greeting) in business letters, semicolons to connect main clauses, and commas before the conjunction in compound sentences.	Unit 1: 75L; Unit 3: 285L, 285S; Unit 5: 573H; Unit 6: 639G, 639L, 661H, 661L
Capitalization		
6.6.4	Use correct capitalization.	Unit 1: 115K, 115L, 115S; Unit 2: 235H; Unit 3: 329H; Unit 5: 573H; Unit 6: 615K, 639G, 661H, 685H, 699J

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Spelling		
6.6.5	Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>)	Unit 1: 49I, 75I, 95I, 115I, 133K; Unit 2: 163I, 179I, 211I, 235H, 235I, 255K; Unit 3: 285I, 303I, 329I, 347I, 367K; Unit 4: 399I, 421I, 435I, 455I, 483K; Unit 5: 511I, 537I, 553I, 573H, 573I; Unit 6: 615I, 639G, 639I, 661H, 661I, 685I, 699K
STANDARD 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications <i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i>		
Comprehension		
6.7.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	Unit 1: 95M; Unit 5: 511M
6.7.2	Identify the tone, mood, and emotion conveyed in the oral communication.	Unit 1: 49M, 95M, 115M, 136; Unit 3: 370/371; Unit 4: 487; Unit 6: 702
6.7.3	Restate and carry out multiple-step oral instructions and directions.	Unit 6: 699O
6.7.15	Ask questions that seek information not already discussed.	Unit 1: 135D; Unit 2: 257D; Unit 3: 369D; Unit 4: 485D; Unit 5: 589D; Unit 6: 701D

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Organization and Delivery of Oral Communication		
6.7.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	Unit 1: 135A-135C; Unit 3: 285M, 369A, 369C; Unit 4: 485A, 485C
6.7.5	Emphasize important points to assist the listener in following the main ideas and concepts.	Unit 1: 135A-135C; Unit 4: 435M
6.7.6	Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	Unit 1: 135A-135C; Unit 3: 369A, 369C; Unit 4: 485A, 485C
6.7.7	Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	Unit 3: 303M, 367O; Unit 5: 511M
Analysis and Evaluation of Oral and Media Communications		
6.7.8	Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia for intent and effect.	Unit 1: 95M; Unit 5: 573M; Unit 6: 685M
6.7.9	Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.	Unit 1: 95M; Unit 4: 399M; Unit 5: 537M; Unit 6: 685M
6.7.16	Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.	Unit 1: 95M; Unit 4: 399M; Unit 5: 573M
Speaking Applications		
6.7.10	Deliver narrative presentations that establish a context, plot, and point of view; include sensory details and specific language to develop the plot and character; use a range of narrative (story) devices, including dialogue, tension, or suspense.	Unit 2: 235H, 235M; Unit 3: 377B; Unit 4: 483J, 491B; Unit 6: 639H

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6.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Unit 6: 639H, 661H
6.7.11	Deliver informative presentations that pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.	Unit 1: 135C; Unit 2: 257C; Unit 3: 285M, 369C; Unit 4: 485C; Unit 5: 553H, 553M, 589C; Unit 6: 701B
6.7.12	Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight; organize the presentation around several clear ideas, premises, or images; develop and justify the interpretation through the use of examples from the text.	Unit 2: 161A; Unit 5: 573M
6.7.13	Deliver persuasive presentations that provide a clear statement of the position; include relevant evidence; offer a logical sequence of information; engage the listener and try to gain acceptance of the proposition or proposal.	Unit 4: 421M, 435M
6.7.14	Deliver presentations on problems and solutions that theorize on the causes and effects of each problem; establish connections between the defined problem and at least one solution; offer persuasive evidence to support the definition of the problem and the proposed solutions.	Unit 4: 421M