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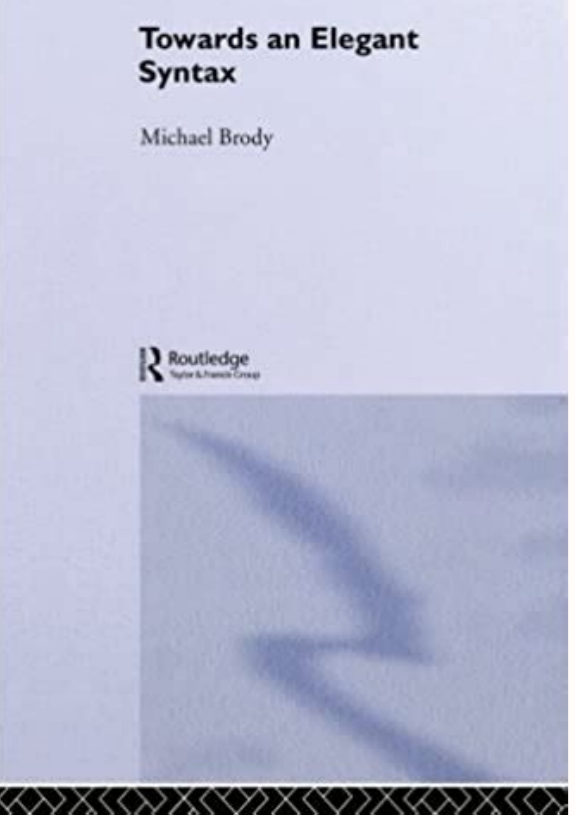
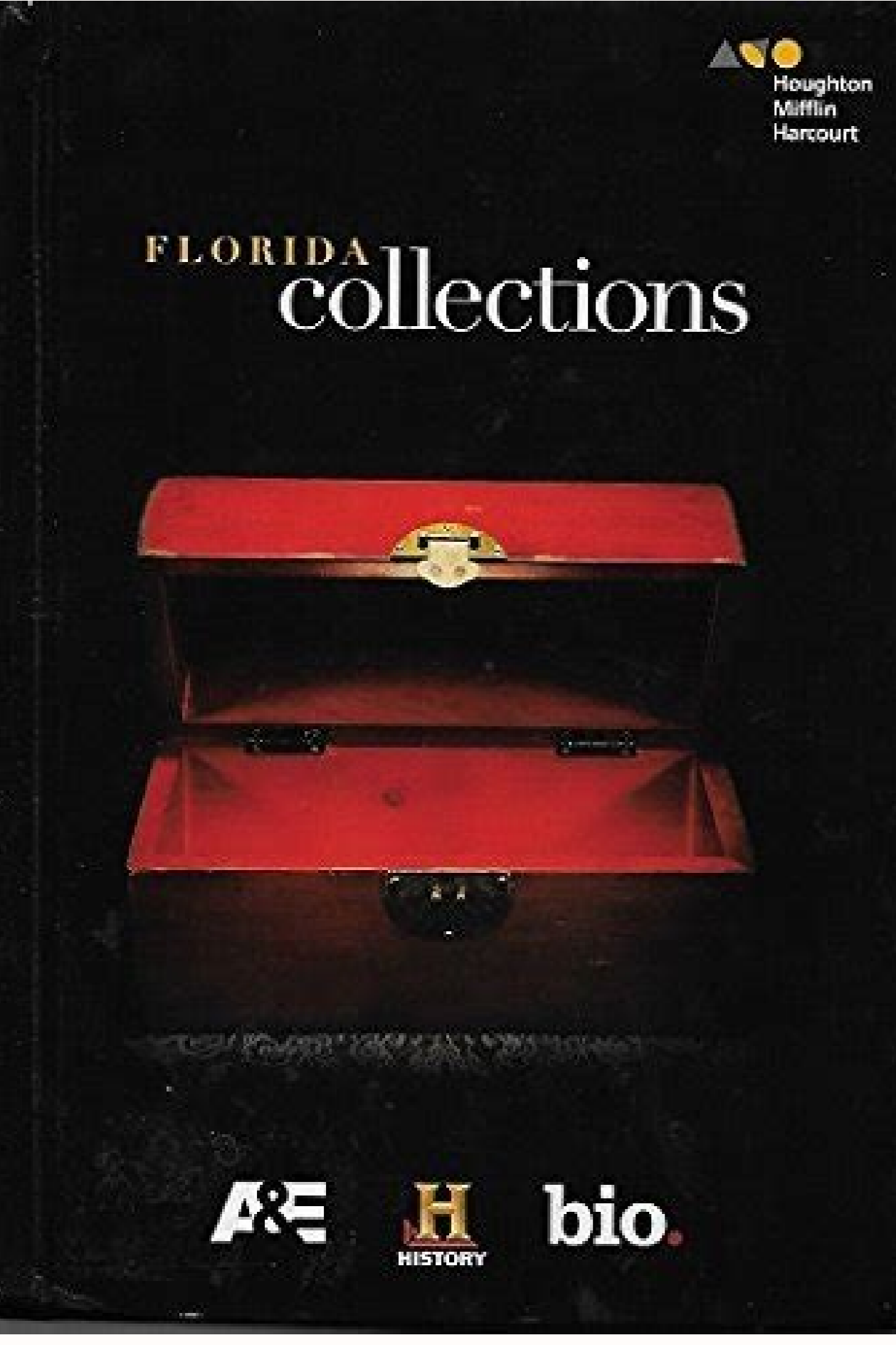
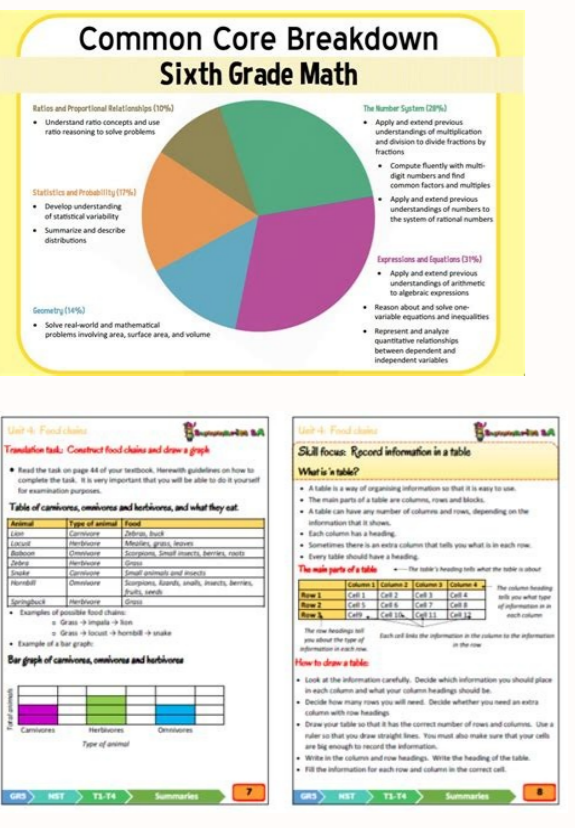


Fig. 78.—An Inside View of the Manufacturers' Hall taken from the West Gateway. From an engraving by Burgess in Jacob's *History of Halifax*.



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The texts are worthy of time and the attention of the students: the texts are of quality and are rigorous, fulfilling the criteria of complexity of the text for each degree. Materials support students' progress towards independent reading. The texts for grade 6 are high quality and attractive for students. Text sets reflect the distribution of text types and governments required by settings, offering a range and reading volume for students to learn. These texts have the proper level of complexity for the degree according to literacy increasingly rigorous. Although the texts are rich, of high quality and rigorous, the support for the development of the students in the understanding of the reading (oral or silent reading) is very. There is no coherent mechanism so that teachers and/or students supervise progress and work in reading skills to guarantee the understanding of sixth grade materials at the end of school year. Anchor texts are of publicable quality and deserve especially careful reading and consider a range of student interests. Didal materials for grade 6 fully satisfy the expectations of indicator 1a. The anchor texts within each collection are of high quality, participating in students in grade 6, and have rich language and subjects. There are a total of six collections throughout the student edition. Each collection label anchor texts, which boost each collection and provide an cornerstone to explore the topic of collection and culminate the performance task. Anchor text issues are attractive to students of grade 6 and a variety to keep students' interest during the school year. Many anchor texts are written by award-winning authors, such as Mark Twain, P.C. Wodehouse, Maya Angelou and Henry Wadsworth Longfellow. Some Anchor Anchor Samples that support the high quality expectations of this indicator include: Collection 1: "Face fear" involves students incorporating an anchor text with the main character in the Middle School Age. "El Ravine", a brief history of Graham Salisbury, includes a rich figurative language throughout the text (for example, pg 10. "... small water rivals that bleed on the side of the cliff.") " Fears and Phobias, "is an informative article about fear in different degrees and explains how fear works. Collection 2: Animal Intelligence includes texts that explore different perspectives on animals intelligence. "The Mixer" of P.C. Wodehouse, an attractive story narrated from the point of view of a dog. From "Howrt Are Animals" the lens of animal intelligence from a scientific point of view. Collection 3, à € œ dealing with disasterà € includes texts on natural disasters. Both examples are relevant and interesting for students of Grade 6. Students will be able to interact with characters that are of the same age as them in à € œ The fear that faces. They are also exposed to news about daily disasters in national and social networks. Collection 4, à € "Wild animals are not pets" and "that people have wild animals" are paired texts. Students read articles of opinion about the minority of possessing ex -ex -animals and then form their own opinion on this matter. Collection 5, à € "He worked for Må: in life and leadership" / De Colin Powell: Låder Military introduces two different people in the same issues reveal different aspects. Paul Revere's Ride, both a written poem and an audio version; using the of the poetry to immortalize a person and an event given after their appearance. The materials reflect the distribution of the text types and the people required by ed seniokeifer -aAd neub nu se saAd sal sadot ed nworB nerraW ed aAafargob, ratilim readÅ illewoP niloC ed llewoP niloC yb riomeM, pihrsedeel dna efil ne :eM roP kroP tI ed -ovitamrofni .onacrec rotcel le ne odacub oiraretti nu y sovitamrofni soD ,aAgolotna al ne sodacibu soiraretti sotxet sert y sovitamrofni sotxet ortauc :sotxet zeld enoitnoc. "natropni euq senioised", 5 noitcelloC yruodaB yAR ed atnoc aintohi anu "sevaus saivuU jAraH" yawehierT. D alsataN ed ameop nu "5002, anirak ed s©Aupsed, rehctaw" noc odæjrapme ,aAerag-smaillW atIR ed ameop nu, "niAcaruh led s©Aupsed" edsD yretI, noremaC semaj ed latnemocod nu ,dteuser yretyM -001 a cinaIT ed droL retlaW ed airtoshi al ,radroce arap ehcon au ed nosrehiuG. 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"" TV with news from CBS News Literary "The first day of school", story by R.V. Cassill ""The Not Taken Path" Robert Frost Poem "Paul Revere Poem", Henry Wadsworth Longfellow Poem "The Light - Ah! The Light!, Joyce Sidman Poem for Grade 6, the reader contains twelve additional texts. Eight of the twelve are literary. The nearby reader includes more literary texts, but when delivering the materials, the balance of text types remains close to the required one in the CCSS: Literary texts in the student edition and the nearby reader include stories, poems, memoirs, biography and autobiographies, dramas, myths and popular stories. Some examples include: "Fine?," Short story by Margaret Peterson Haddix, "Animal wisdom," poem by Nancy Wood worked for me: in life and leadership, memories of Colin Powell's Colin Powell: Military leader, biography of Warren Brown of The Prince and the Pauper, Drama of Mark Twain A2 by Black Ships Before Troy: The Story of the IliadÀÀÀ from Collection 6 contains three stories. These are myths with characters and settings from long ago, adding a layer of complexity absent in the two selections above. Students wonAÀÀ immediately relate to either and will do so only after a close reading of the text. Many principal characters interact with one another, creating multiple parallel episodes. The language contains ancient names, such as Thetis, Priam, Queen Hecuba, Chryseis, and Achilles. The selection includes rigorous vocabulary, such as allied, skirmish, beffitted, heralds and pestilence. Materials support students' increasing literacy skills over the course of the school year. (Series of texts should be at a variety of complexity levels appropriate for the grade band.) The instructional materials meet the expectation of supporting studentAÀÀ increasing literacy skills over the course of the school year. Each collection builds in rigor over the course of the school year, providing students opportunities to learn and demonstrate literacy skills at grade level by the end of the school year. Series of texts have a variety of complexity levels and are accompanied by tasks that provide opportunity to practice increasingly rigorous skills. Although there are a few times the quantitative measure extends into the 2-3 grade band, and expands into the 9-10 grade band, the qualitative features keep the texts appropriate for students in Grade 6. "Using the Collection Your Way" found the first page of the eÀÀÀPlaneÀÀÀ section in each collection, encourages teachers to structure each collection in various ways. The knowledge, structure, and language use within the texts expand through the collections. Some examples of this expanding rigor are found in the following examples: Collection 1: eÀÀÀThe RavineÀÀÀ depicts one principal character battling his fear and the peer pressure that surrounds him. There are no parallel episodes nor significant shifts in time or setting. The vocabulary is mostly simple and conversational, although sometimes venturing into figurative language. The text is at an appropriate level for a student at the beginning of the Grade 6 year. Collection 4: "My Wonder Horse"ÀÀÀ, a short story by Sabine R. Ullibari, begins with complex figurative language. For example the text states, eÀÀÀHe was white. White as memories lost. He was free. Free as happiness is. He was fantasy, liberty, and excitement.eÀÀÀ The language and vocabulary are much richer than the texts within Collection 1 (for example in "My Wonder Horse... eÀÀÀA vision evoked... eÀÀÀAparaded his harom... eÀÀÀAirdly rejoicingeÀÀÀ all appear on the first page of the story). Also, the verb tense shifts from present to past throughout the story such as,eÀÀÀHe allowed himself to be admired.eÀÀÀ This is followed by, eÀÀÀA sudden, violent scream breaks the silence." The story is more complex in construction since the main character is represented by a horse. This symbolism helps to build a more complex text. Collection 6 includes Greek mythology, poetry, and an excerpt from the Iliad. These texts are rigorous in that they include unfamiliar story structures and often use of archaic language. The selection "Black Ships Before Troy, the Story of the IliadÀÀÀ contains three stories. These are myths with characters and settings from long ago, adding a layer of complexity absent in the year's previous collections. Students wonAÀÀ immediately relate either and will do it only after a close reading of the text. Many main characters interact with each other, creating multiple parallel episodes. The language contains ancient names such as Thetis, Priam, Queen Hecuba, Chryseis and Achilles. The selection includes rigorous vocabulary, such as ally, scaremaza, representation, heralds and pestilence. In general: the complexity of the anchoring texts that students read provide an opportunity for students to increase their literacy skills throughout the year, covering a whole year of growth. The complexity of the anchor texts supports students' competition in reading independently at the end of the school year. The series of texts include a variety of levels of complexity. The anchor texts and series of texts connected to them are accompanied by an analysis of complexity of text and a justification for purpose and placement at the level of degree. Instruction materials for grade 6 meet the criteria for Indicator 1E, providing information to the teacher on the complexity of the text and the characteristics of the anchor. A justification for the educational purpose and placement in the grade level is included. Each text is accompanied by a section of complexity of text, which is within the edition of the teacher, with quantitative, qualitative and reader/task considerations. There is a justification for each selection presented under the title and name of the author, together with a key learning objective. The information provided includes the following: a connection of "common" state core standards that meet common basic standards within the piece. A section of complexity of text, which qualifies the material on a sliding scale for qualitative measures and establishes the lexile for quantitative. Oneof the placement, which is the section of this text? 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Teaching materials for grade 6 include connections between texts and tasks, most of the written questions, tasks and assignments are specific to text and require students to engage directly with the text and rely on textual evidence to support both what is explicit and valid in the texts. This includes writing instruction, which involves students in writing multiple genres and modes during the course of the school year, process writing practice and opportunities are embedded in each part of the school year. Although the tasks and questions are connected to the texts, the greatest tasks that culminate are incoherently connected to the sequences of previous questions and the texts that are studied, throughout the school year, writing opportunities on request are inconsistent. Speech and listening activities, although mainly focused on evidence, do not provide comprehensive support for accountability and the use of academic vocabulary in context. Language teaching for grammar and conventions is present and organized, but infrequently embedded in the contexts of the texts or writing that are produced, most of the questions, tasks and assignments are text-dependent, requiring students to participate directly with the text (based on textual evidence to support both what is explicit and the valid references of the text)Revised materials for grade 6 meet the criteria for indicator 1g. Most of the questions, tasks and assignments are specific text and require students to engage directly with the text and draw drawingtextual evidence to support both what is explicit and valid inferences of texts. The questions ask the reader to return to the text and support the growth of student literacy during the school year. The vast majority of the tasks focus on the central ideas and key details of the text, rather than superficial or peripheral aspects. Reading and writing (and speaking and listening) are done in a cohesive learning environment. Students read and reread to write and discuss. Students refer to how the authors of textbooks write as they write. Materials provide opportunities for evidence-based debates and writing. In the main anthology, each set of 6-7 questions includes the global, italicized and highlighted statement: "Apport your answers with evidence of the text." In addition, most questions refer the reader to the text with references to



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