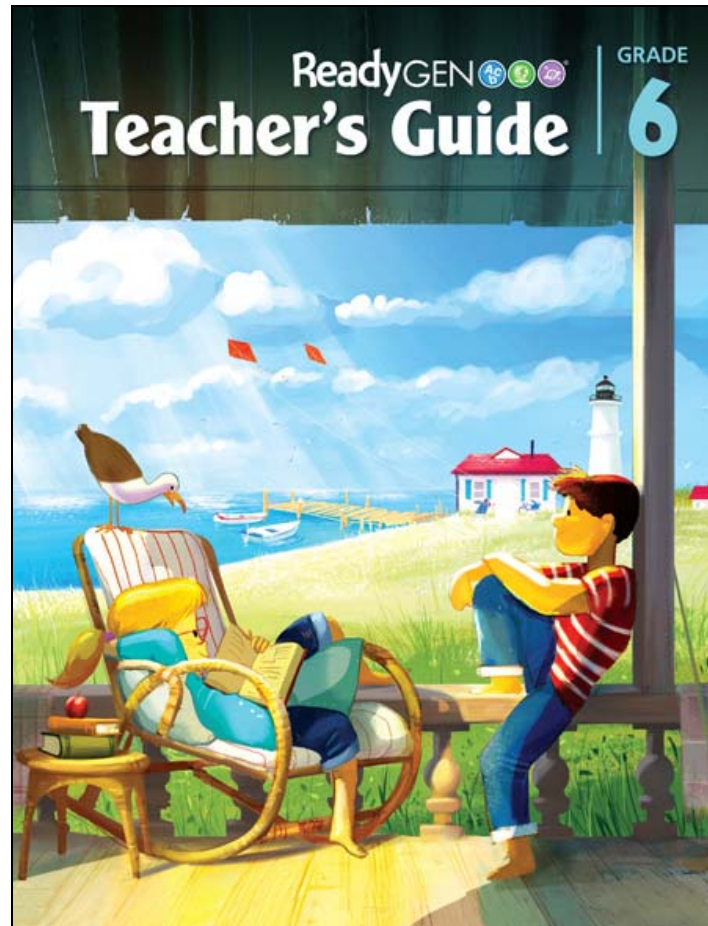


A Correlation of
ReadyGEN
Grade 6, ©2016



To the
Alaska
English/Language Arts Standards

A Correlation of REadyGEN ©2016, Grade 6 To the Alaska English/Language Arts Standards

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Alaska English/ Language Arts Standards*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

ReadyGEN ©2016 is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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Alaska English/Language Arts Standards	ReadyGEN ©2016 Grade 6
Reading Standards for Literature 6-12	
Grade 6	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>TG U1: 12, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 152, 153, 154, 156</p> <p>TG U2: 252, 254, 256, 257, 352, 334, 337, 354, 357, 332, 333, 335, 353, 355, 356</p> <p>TG U3: 212, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p> <p>TG U4: 227, 266, 276</p>
2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.	<p>TG U1: 72, 74, 76, 77, 162, 164, 166, 167, 362, 366, 367, 384, 386, 387</p> <p>TG U2: 162, 163, 164, 166, 167, 315, 325, 353, 385</p> <p>TG U3: 232, 234, 262, 264, 266, 267, 282, 283, 284, 286, 287, 302, 305, 313, 317</p> <p>TG U4: 243, 282, 283, 284, 285, 286, 287</p>
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 or as the narrative advances.	<p>TG U1: 32, 34, 42, 43, 44, 45, 47, 142, 143, 144, 145, 146, 147</p> <p>TG U2: 212, 222, 224, 225, 226, 232, 233, 234, 243, 302, 303, 304, 305, 306, 307</p> <p>TG U3: 212, 213, 217, 222, 223, 224, 226, 227, 252, 253, 254, 256, 257, 262, 264</p> <p>TG U4: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 242, 243, 244, 246, 247</p>
Craft and Structure	
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.	<p>TG U1: 13, 33, 43, 52, 53, 54, 55, 56, 57, WA17, WA18, WA19, WA23, WA24, WA25</p> <p>TG U2: 143, 153, 242, 246, 247, 362, 363, WA14, WA20, WA21</p> <p>TG U3: 223, 242, 243, 244, 245, 246, 247, 253</p> <p>TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 293, WA5, WA6, WA7, WA17, WA18, WA19</p>

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5. Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.	TG U1: 12, 17, 34, 42, 142, 144, 147 TG U2: 232, 233, 234, 235, 283, 284, 287, 312, 313, 314, 315, 316, 367 TG U3: 287, 296, 302, 307, 313 TG U4: 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 234, 235
6. Determine author’s purpose and explain how an author develops the point of view of the narrator or speaker in a text.	TG U1: 12, 13, 14, 15, 16, 17, 122, 123, 124, 125, 126, 127 TG U2: 142, 144, 146, 147, 152, 153, 154, 155, 156, 217, 262, 263, 264, 266, 267, 282-284 TG U3: 272, 273, 274, 276, 277
Integration of Knowledge and Ideas	
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 (e.g., Shiloh).	TG U1: 110, 127 TG U2: 247, 317, 363, 377 TG U3: 302, 317, 377
8. (Not applicable to literature)	Not applicable according to Alaska English/Language Arts Standards
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.	TG U1: 112, 114, 132, 134, 172, 174, 176, 177, 182, 184, 186, 187 TG U2: 322, 323, 324, 325, 326, 327, 372, 373, 374, 376, 377, 382, 383, 384, 386 TG U3: 312, 313, 374 TG U4: 382, 383, 384, 386, 387
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.	TG U1: 12, 32, 42, 62, 82, 122, 152, 162, 172, 182, 352, 362 TG U2: 142, 152, 212, 222, 252, 272, 282, 292, 302, 312, 322, 342, 352 TG U3: 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312 TG U4: 212, 222, 232, 242, 252, 262, 272, 282, 292, 372, 382

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Reading Standards for Informational Text 6-12	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TG U1: 92, 93, 97, 102, 103, 104, 105, 106, 107, 172, 182, 183 TG U2: 12, 15, 23, 36, 37, 43, 45, 53, 63, 73, 93, 103, 183, 186, 236 TG U3: 12, 13, 14, 16, 17, 42, 112, 122, 132, 136, 137, 172, 342, 343 TG U4: 182, 183, 184, 185, 187, 312, 313, 314, 315, 316, 317, 333, 343, 353, 373
2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.	TG U1: 212, 213, 214, 215, 216, 217, 243, 272, 273, 274, 276, 302, 304, 306, 307 TG U2: 14, 15, 16, 92, 93, 94, 95, 96, 97, 134 TG U3: 42, 43, 44, 46, 47, 52, 54, 56, 62, 64, 66, 322, 323, 324, 326 TG U4: 32, 33, 34, 35, 42, 43, 44, 45, 46, 47, 312, 313, 314, 316, 317
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).	TG U1: 92, 93, 95, 95, 96, 97, 222, 223 TG U2: 14, 22, 24, 26, 27, 36, 37, 54, 56, 72, 76, 94, 112, 114, 116 TG U3: 22, 27, 33, 36, 37, 42, 46, 47, 67, 87, 113, 132, 133, 134, 135 TG U4: 32, 34, 82, 83, 84, 86, 87, 102, 104, 106, 107, 142, 144, 146, 147
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	TG U1: 183, 233, 285, 313, WA17, WA18, WA19, WA23, WA24, WA25 TG U2: 32, 33, 34, 44, 46, 122, 123, 124, 126, 127 TG U3: 52, 53, 54, 56, 57, 92, 93, 94, 96, 97, 126, 143 TG U4: 13, 53, 83, 113, 143, 372, 374, 376, 377, WA5, WA6, WA7, WA17, WA18, WA19
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.	TG U1: 232, 233, 234, 235, 342, 343, 344, 346, 347 TG U2: 43, 44, 46, 82, 84, 86, 87, 133, 187 TG U3: 72, 74, 76, 77, 83, 87, 113, 133, 135, 183 TG U4: 302, 303, 304, 306, 307, 322, 323, 324, 326, 327, 342, 343, 344, 346, 347

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6. Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.	<p>TG U1: 92, 93, 173, 212, 243, 297, 333, 343</p> <p>TG U2: 12, 13, 14, 16, 17, 43, 44, 46, 63, 72, 73, 74, 82, 83, 84</p> <p>TG U3: 72, 73, 74, 82, 83, 84, 86, 87, 122, 123, 124, 126, 127, 142, 143</p> <p>TG U4: 12, 13, 14, 15, 16, 17, 92, 93, 94, 95, 96, 97, 172, 173, 174</p>
Integration of Knowledge and Ideas	
7. Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.	<p>TG U1: 252, 253, 254, 255, 256, 257, 282, 284, 286, 287, 322, 323, 324, 326, 327</p> <p>TG U2: 17, 27, 53, 54, 56, 67, 77, 83, 102, 103, 104, 106, 107, 117, 173</p> <p>TG U3: 32, 33, 34, 53, 77, 113, 117</p> <p>TG U4: 302, 303, 304, 305, 306, 307</p>
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>TG U1: 333</p> <p>TG U2: 43, 44, 47, 132, 133, 134, 135, 137, 183</p> <p>TG U3: 362, 363, 364, 365, 366, 367</p> <p>TG U4: 52, 54, 56, 57, 62, 63, 64, 66, 67, 112, 114, 116, 117</p>
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<p>TG U1: 112, 114, 116, 117, 172, 173, 174, 176, 177</p> <p>TG U2: 112, 113, 114, 116, 117, 172, 174, 176, 177, 183, 184, 186, 187</p> <p>TG U3: 82, 83, 84, 86, 87, 102, 103, 104, 106, 107, 152, 153, 154, 156, 157</p> <p>TG U4: 102, 103, 104, 105, 106, 107, 382, 383, 384, 386, 387</p>
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.	<p>TG U1: 92, 112, 212, 222, 232, 242, 262, 282, 292, 302, 312, 322, 332, 342, 382</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 182</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152</p> <p>TG U4: 12, 32, 62, 92, 132, 152, 172, 302, 312, 332, 342, 352, 362, 372</p>

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Writing Standards 6-12	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence;	TG U2: 18, 19, 20, 78, 79, 80, 88, 89, 90, 108, 109, 110 TG U3: 218, 219, 220, 238, 239, 240, 248, 249, 250, 298, 299, 300, 338, 339, 340 TG U4: 18, 19, 20, 28, 29, 30, 38, 39, 40, 58, 59, 60, 148, 149, 150
a. Introduce claim(s) and organize the reasons and evidence clearly;	TG U2: 38, 39, 40, 118, 119, 120, 148, 149, 150 TG U3: 238, 239, 240, 248, 249, 250, 348, 349, 350, 358, 359, 360, 378, 379, 380 TG U4: 58, 59, 60, 148, 149, 150, 158, 159, 160, 192, 196
b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text;	TG U2: 48, 49, 50, 78, 79, 80, 158, 159, 160 TG U3: 268, 269, 270, 278, 279, 280, 308, 309, 310, 328, 329, 330, 378, 379, 380 TG U4: 38, 39, 40, 48, 49, 50, 58, 59, 60, 108, 109, 110, 192, 194
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons;	TG U2: 48, 49, 50, 78, 79, 80, 158, 159, 160 TG U3: 248, 249, 250, 258, 259, 260, 268, 269, 270, 368, 369, 370 TG U4: 68, 69, 70, 192, 196
d. Establish and maintain a formal style;	TG U2: 68, 69, 70, 78, 79, 80, 188, 189, 190 TG U3: 258, 259, 260, 278, 279, 280, 288, 289, 290, 318, 319, 320, 392, 396 TG U4: 78, 79, 80, 192, 196
e. Provide a concluding statement or section that follows from the argument presented.	TG U2: 88, 89, 90, 158, 159, 160 TG U3: 288, 289, 290 TG U4: 98, 99, 100, 192, 196
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;	TG U1: 228, 229, 230 TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50 TG U4: 218, 219, 220, 258, 259, 260, 338, 339, 340, 348, 349, 350, 392, 396

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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;	TG U1: 258, 259, 260, 278, 279, 280, 288, 289, 290, 298, 299, 300, 308, 309, 310 TG U3: 58, 59, 60, 68, 69, 70, 78, 79, 80, 188, 189, 190 TG U4: 258, 259, 260, 328, 329, 330, 392, 396
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;	TG U1: 268, 269, 270 TG U3: 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 178, 179, 180, TG U4: 268, 269, 270, 392
c. Use appropriate transitions to clarify the relationships among ideas and concepts;	TG U1: 269, 299, 300, 308, 309, 310, 368, 369, 370 TG U3: 88, 89, 90, 98, 99, 100, 148, 149, 150, 192, 196 TG U4: 318, 319, 320, 392, 396
d. Use precise language and domain-specific vocabulary to inform about or explain the topic;	TG U1: 218, 219, 220, 318, 319, 320, 358, 359, 360, 368, 369, 370 TG U3: 68, 69, 70, 78, 79, 80, 98, 99, 100, 148, 149, 150 TG U4: 308, 309, 310, 392, 396
e. Establish and maintain a formal style;	TG U1: 218, 219, 220, 268, 269, 270, 278, 279, 280, 358, 359, 360, 368, 369, 370 TG U3: 89, 99, 100, 118, 119, 120, 192, 196 TG U4: 218, 392, 396
f. Provide a concluding statement or section that follows from the information or explanation presented.	TG U1: 328, 329, 330, 392, 396 TG U3: 108, 109, 110, 138, 139, 140, 168, 169, 170 TG U4: 298, 299, 300, 392, 396
3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;	TG U1: 28, 29, 30, 38, 39, 40, 108, 109, 110, 158, 159, 160, 192, 193, 194 TG U2: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically;	TG U1: 18, 19, 20, 28, 29, 30, 98, 99, 100 TG U2: 228, 229, 230, 238, 239, 240, 248, 249, 250, 318, 319, 320, 348, 349, 350

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b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters;	TG U1: 48, 49, 50, 108, 109, 110 TG U2: 218, 219, 220, 258, 259, 260, 268, 269, 270
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;	TG U1: 68, 69, 70 TG U2: 278, 279, 280, 288, 289, 290, 392, 396
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events;	TG U1: 58, 59, 60, 118, 119, 120 TG U2: 258, 259, 260, 278, 279, 280, 392, 396
e. Provide a conclusion that follows from the narrated experiences or events.	TG U1: 78, 79, 80 TG U2: 298, 299, 300
Production and Distribution of Writing	
4. 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.)	TG U1: 258, 259, 260, 268, 269, 270, 298, 299, 300, 308, 309, 310, 358, 359, 360 TG U2: 18, 19, 20, 38, 39, 40, 98, 99, 100, 158, 159, 160, 238, 239, 240 TG U3: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 218, 219, 220 TG U4: 78, 79, 80, 148, 149, 150, 258, 259, 260, 328, 329, 330, 388, 389, 390
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	TG U1: 138, 139, 140, 158, 159, 160, 168, 169, 170, 338, 339, 340, 378, 379, 380 TG U2: 79, 109, 168, 169, 178, 179, 180, 279, 289, 338, 339, 340, 358, 359 TG U3: 118, 119, 120, 138, 139, 140, 148, 149, 150, 158, 159, 160 TG U4: 148, 149, 150, 168, 169, 170, 178, 179, 180, 368, 369, 370, 378, 379, 380
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.	TG U1: 20, 30, 50, 70, 80, 90, 100, 107, 198, 230, 310, 370 TG U2: 90, 100, 107, 120, 140, 180, 189, 190, 260, 290, 307, 310, 320, 370, 380 TG U3: 20, 80, 120, 170, 230, 260, 270, 290, 300, 310, 330, 340, 350, 360, 370 TG U4: 20, 70, 107, 110, 120, 150, 170, 198, 220, 240, 280, 300, 307, 390, 398

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Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 338, 339, 340 TG U2: 328, 329, 330 TG U3: 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80 TG U4: 108, 109, 110, 228, 229, 230, 238, 239, 240
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.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
9. Draw evidence from literary or informational texts to support analysis, reflection, and research;	TG U1: 88, 89, 90 TG U2: 308, 309, 310, 388, 389, 390 TG U3: 278, 279, 280, 298, 299, 300, 318, 319, 320, 328, 329, 330, 338, 339, 340 TG U4: 108, 109, 110, 118, 119, 120, 138, 139, 140
a. Apply grade 6 Reading standards to literature (e.g., “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.”);	TG U1: 88, 89, 90 TG U2: 388, 389, 390 TG U3: 218, 219, 220, 228, 229, 230
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).	TG U1: 218, 219, 220 TG U2: 28, 29, 30, 38, 39, 40, 48, 49, 50, 68, 69, 70, 228, 229, 230 TG U3: 348, 349, 350, 358, 359, 360 TG U4: 218, 219, 220

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Range of Writing	
10. 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 discipline-specific tasks, purposes, and audiences.	<p>TG U1: 148, 149, 150, 158, 159, 160, 238, 239, 240, 348, 349, 350, 392, 393, 394</p> <p>TG U2: 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323</p> <p>TG U3: 18, 19, 20, 58, 59, 60, 118, 119, 120, 248, 249, 250, 268, 269, 270</p> <p>TG U4: 108, 109, 110, 138, 139, 140, 168, 169, 170, 228, 229, 230, 368, 369, 370</p>
Speaking and Listening Standards 6-12	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly;	<p>TG U1: 34, 224, 244, 294, 334, 364, 384</p> <p>TG U2: 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323</p> <p>TG U3: 12, 62, 82, 102, 142, 144, 172, 174, 262, 264, 292, 294, 322, 324, 352</p> <p>TG U4: 24, 82, 94, 104, 114, 144, 164, 184, 212, 244, 272, 282, 312, 322, 332, 354</p>
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>TG U1: 12, 34, 52, 74, 92, 114, 132, 154, 162, 184, 212, 244, 262, 314, 342</p> <p>TG U2: 12, 14, 32, 34, 62, 64, 82, 84, 112, 114, 172, 174, 222, 224, 252, 253</p> <p>TG U3: 32, 34, 52, 54, 72, 74, 92, 94, 232, 234, 272, 274, 302, 304, 332</p> <p>TG U4: 34, 54, 64, 94, 104, 112, 114, 134, 144, 154, 234, 244, 294, 312, 314</p>
b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed;	<p>TG U1: 22, 34, 102, 142, 152, 162, 242, 252, 272, 294, 302, 314, 334, 342, 362</p> <p>TG U2: 12, 22, 34, 42, 74, 82, 92, 132, 142, 164, 182, 242, 252, 296, 306, 332</p> <p>TG U3: 22, 24, 42, 44, 62, 64, 142, 144, 182, 184, 232, 234, 244, 262, 264</p> <p>TG U4: 82, 212, 232, 242, 272, 282, 292, 312, 314, 322, 332, 398</p>

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c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion;	<p>TG U1: 24, 64, 74, 92, 112, 162, 164, 212, 214, 222, 224, 244, 274, 292, 302</p> <p>TG U2: 32, 52, 62, 90, 112, 132, 152, 172, 182, 212, 252, 292, 332, 352, 372, 382</p> <p>TG U3: 13, 33, 53, 73, 79, 113, 133, 163, 213, 243, 283, 303</p> <p>TG U4: 12, 42, 72, 102, 132, 162, 212, 222, 232, 262, 292, 322, 342, 362, 382</p>
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>TG U1: 342</p> <p>TG U2: 270, 310</p> <p>TG U3: 263, 283, 294, 296, 302</p>
2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.	<p>TG U1: 229, 239, 240, 288, 289, 290</p> <p>TG U2: 23, 33, 53, 54, 56, 57, 102, 104, 106, 107, 363</p> <p>TG U3: 13, 77, 117, 147</p> <p>TG U4: 22, 23, 24, 25, 26, 27, 47, 177, 288, 289, 290</p>
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>TG U2: 80, 90, 100, 120, 160, 198</p> <p>TG U3: 240, 250, 280, 290, 300, 330, 340, 350, 360, 390, 398</p> <p>TG U4: 20, 50, 70, 80, 90, 110, 120, 150, 160, 170, 190, 198</p>
Presentation of Knowledge and Ideas	
4. 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.	<p>TG U1: 180, 270, 300, 350, 360, 370, 388, 389, 390</p> <p>TG U2: 40, 90, 120, 188, 189, 190, 198, 398</p> <p>TG U3: 170, 290, 300, 330, 340, 350, 360, 390, 398</p> <p>TG U4: 60, 198, 300, 330, 335, 350, 398</p>
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p>TG U1: 260, 290, 360, 390</p> <p>TG U2: 198, 378, 379, 380, 398</p> <p>TG U3: 128, 129, 130, 168, 169, 170</p> <p>TG U4: 190, 194, 198, 288, 289, 290, 348, 349, 350, 388, 389, 390, 398</p>

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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	TG U1: 179, 270, 278, 279, 280, 388, 389, 390 TG U2: 68, 69, 70, 168, 169, 170, 188, 189, 190, 388, 389, 390 TG U3: 168, 169, 170, 198, 338, 339, 340 TG U4: 180
Language Standards 6-12	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	TG U1: 21, 41, 61, 91, 101, 131, 181, 221, 241, 261, 281, 311, 331, 351, 371 TG U2: 20, 30, 40, 50, 70, 80, 90, 100, 130, 140, 150, 160, 170, 180, 220 TG U3: 98, 99, 100, 138, 139, 140, 168, 169, 170, 258, 259, 260 TG U4: 31, 41, 61, 91, 101, 141, 181, 231, 261, 311, 321, 341, 361, 381, 391
a. Ensure that pronouns are in the proper case (subjective, objective, possessive);	TG U1: 51, 90, 91, 170 TG U2: 100, 101 TG U3: 220, 221, 230, 231, 250, 251 TG U4: 40, 41, 50, 51
b. Use intensive pronouns (e.g., myself, ourselves);	TG U1: 270, 271 TG U2: 230, 231 TG U3: 310, 311, 320, 321
c. Recognize and correct inappropriate shifts in pronoun number and person*;	TG U1: 280, 281, 290, 291 TG U2: 61, 251 TG U3: 100, 101, 120, 121, 130, 131, 140, 141, 150, 151, 160, 161 TG U4: 20, 21
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*;	TG U1: 300, 301 TG U2: 240, 241, 250, 251 TG U3: 240, 241 TG U4: 90, 91, 100, 101
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.*	TG U1: 390 TG U2: 390, 391 TG U3: 180, 181, 321, 360, 361 TG U4: 180, 181, 380, 381

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	<p>TG U1: 20, 21, 49, 168, 169, 170, 194, 195, 378, 379, 380, 381, 395</p> <p>TG U2: 178, 179, 190, 191, 195, 261, 270, 280, 290, 300, 301, 310, 350, 380, 381</p> <p>TG U3: 20, 21, 158, 159, 160, 171, 195, 331, 351, 371, 379, 395,</p> <p>TG U4: 170, 171, 179, 195, 221, 281, 290, 291, 300, 301, 370, 371, 379, 380, 395</p>
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements*;	<p>TG U2: 350, 351, 360, 361, 370, 371</p> <p>TG U3: 340, 341, 350, 351</p> <p>TG U4: 250, 251, 260, 261, 270, 271, 280, 281, 290, 291, 300, 301, 310, 311</p>
b. Spell correctly.	<p>TG U1: 190, 191, 380, 381, 395</p> <p>TG U2: 178, 179, 180, 188, 189, 190, 191, 195, 278, 279, 280, 395</p> <p>TG U3: 158, 159, 160, 170, 171, 195, 379, 380, 381, 370, 371, 395</p> <p>TG U4: 170, 171, 179, 195, 370, 371, 378, 379, 380, 395</p>
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	<p>TG U1: 60, 61, 87, 120, 121, 177, 220, 221, 290, 320, 321, 387</p> <p>TG U2: 21, 31, 51, 61, 71, 81, 91, 131, 251, 281, 301, 331, 341, 381, 391</p> <p>TG U3: 90, 91, 100, 101, 158, 159, 160, 161, 180, 181, 191, 230, 231</p> <p>TG U4: 27, 60, 61, 80, 81, 87, 180, 181, 267, 320, 321, 327, 350, 351, 380</p>
a. Vary sentence patterns for meaning, reader/listener interest, and style*;	<p>TG U1: 158, 159, 160</p> <p>TG U2: 268</p> <p>TG U3: 88, 268, 269, 270, 271, 280, 281, 369, 370</p>
b. Maintain consistency in style and tone.*	<p>TG U1: 268, 269, 270, 358, 359, 360, 368, 369, 370, 392, 395, 396</p> <p>TG U2: 68, 69, 70, 109</p> <p>TG U3: 138, 139, 140, 190, 191, 258, 259, 260, 268, 269, 270, 289, 290</p> <p>TG U4: 78, 79, 80, 168, 169, 170, 192, 196, 392, 396</p>

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Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies;	<p>TG U1: 23, 63, 243, 285, 303, 365, WA2, WA3, WA4, WA10, WA11, WA13, WA20, WA21, WA22</p> <p>TG U2: 13, 73, 223, 253, 283, 383, WA5, WA6, WA7</p> <p>TG U3: 53, 73, 93, 96, 275, WA8, WA9, WA10</p> <p>TG U4: 73, 143, 173, 333, WA10, WA20, WA21, WA22, WA24</p>
a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;	<p>TG U1: 55, 233, 285, 313, WA2, WA3, WA4, WA8, WA9, WA10, WA11, WA12, WA13, WA23</p> <p>TG U2: 163, 283, 323, 373, WA5, WA6, WA7, WA8-WA10, WA11, WA12, WA13, WA23-WA25</p> <p>TG U3: 33, 53, 56, 93, 94, 95, 96, 97, 275, WA3, WA8, WA10, WA11</p> <p>TG U4: 25, 165, 333, 355, 375, WA8, WA9, WA10, WA14, WA15, WA16, WA20, WA22</p>
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>TG U1: 233, WA5, WA6, WA7, WA11, WA12, WA14, WA15, WA16</p> <p>TG U2: WA8, WA9, WA10, WA23, WA24, WA25</p> <p>TG U3: 83, 93, WA5, WA6, WA7, WA17, WA18, WA20, WA21, WA22</p> <p>TG U4: WA2, WA3, WA4, WA23, WA24, WA25</p>
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;	<p>TG U1: 60, 285, WA2, WA3, WA4, WA7, WA8, WA9, WA10, WA12, WA15, WA20, WA21, WA22, WA23</p> <p>TG U2: 41, 73, 169, 179, WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13</p> <p>TG U3: 93, 99, 191, 299, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12, WA14, WA15, WA16</p> <p>TG U4: 183, 375, WA2, WA3, WA4, WA8, WA9, WA10, WA11, WA14, WA15, WA16, WA17, WA19, WA25</p>
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>TG U1: 285, WA2, WA3, WA4, WA7, WA8, WA9, WA10, WA15, WA22</p> <p>TG U2: WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13, WA20, WA21, WA22</p> <p>TG U3: 95, 96, 275, 299, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12, WA14, WA21</p> <p>TG U4: WA8, WA9, WA10, WA11, WA13, WA14, WA15, WA16, WA20, WA21, WA22, WA23, WA24</p>

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;	<p>TG U1: 13, 33, 43, 73, 83, 253, WA17, WA18, WA19, WA20, WA21, WA22</p> <p>TG U2: 123, 129, 130, 153, 278, 279, 280, 362, 363, 364, WA2, WA3, WA4, WA14, WA15</p> <p>TG U3: 54, 56, 57, 63, 66, 223, 243, 244, 246, 247, 263, 283, WA11, WA12, WA13</p> <p>TG U4: 13, 83, 263, 283, 293, WA5, WA6, WA7, WA11, WA12</p>
a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context;	<p>TG U1: WA17, WA18, WA19</p> <p>TG U2: 278, 279, 280, 303, 362, 363, 364, 366, 367, WA14, WA15, WA16</p> <p>TG U3: 52, 54, WA2, WA3, WA4</p> <p>TG U4: 131, WA5, WA6, WA7</p>
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words;	<p>TG U1: 55, 253, 269, 309, 311</p> <p>TG U2: 58, 59, 60, WA17, WA18, WA19</p> <p>TG U3: 83, 133, WA23, WA24, WA25</p> <p>TG U4: 69, 223, 253, 293, WA11, WA12, WA13, WA20</p>
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).	<p>TG U1: 52, 54, 56, 57, 319, WA23, WA24, WA25</p> <p>TG U2: WA20, WA22, WA21</p> <p>TG U3: 53, 54, 98, 99, 100, 143, 263, WA11, WA12, WA13</p> <p>TG U4: 53, WA11, WA12, WA13, WA17, WA18, WA19</p>
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>TG U1: 24, 44, 64, 94, 134, 154, 174, 214, 244, 264, 294, 324, 344, 354, 374</p> <p>TG U2: 14, 44, 83, 84, 114, 134, 164, 214, 234, 264, 274, 294, 304, 324, 364</p> <p>TG U3: 14, 24, 44, 64, 74, 84, 114, 154, 214, 234, 254, 344, 374, 384</p> <p>TG U4: 14, 44, 64, 94, 124, 154, 184, 234, 264, 284, 304, 324, 344, 364, 384</p>