

A Correlation of
ReadyGEN
Grade 6, ©2016



To the
Iowa Core
English Language Arts Standards



A Correlation of ReadyGEN ©2016, Grade 6 to the Iowa Core English Language Arts Standards

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Iowa Core 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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| Iowa Core English Language Arts Standards | ReadyGEN ©2016 Grade 6 |
|---|---|
| Reading Standards for Literature | |
| Key Ideas and Details | |
| RL.6.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | <p>TG U1: 13, 14, 16, 17, 23, 24, 26, 27, 33, 34, 63, 64, 66, 67, 73, 74, 76, 77, 83, 84, 123, 124, 126, 127, 133, 134, 136, 137, 143, 144, 146, 147, 153, 154, 156, 157, 163, 164, 166, 167, 173, 174, 176, 177, 183, 184, 186, 187, 353, 354, 356, 357, 363, 364, 366, 367, 373, 374, 376, 377, 383, 384, 386, 387</p> <p>TG U2: 143, 144, 146, 147, 163, 164, 166, 167, 253, 254, 256, 257, 283, 284, 286, 287, 333, 334, 343, 344, 346, 347, 353, 354, 356, 347, 383, 384, 386, 387</p> <p>TG U3: 233, 234, 263, 264, 266, 267, 273, 274, 276, 277, 283, 284, 286, 287, 293, 294, 296, 297, 303, 304, 306, 307, 313, 314, 316, 317, 353, 354, 356, 357, 383, 384, 386, 387</p> <p>TG U4: 283, 284, 286, 287, 383, 384, 386, 387</p> |
| RL.6.IA.2 Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. | <p>TG U1: 17, 27, 47, 67, 77, 87, 127, 147, 157, 167, 177, 187, 357, 367</p> <p>TG U2: 147, 157, 167, 177, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U3: 217, 227, 247, 267, 277, 287, 297, 317, 377</p> <p>TG U4: 217, 227, 247, 267, 277, 287, 297</p> |
| RL.6.1 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> |
| 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>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> |

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| <p>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> | <p>TG U1: 32, 34, 42, 43, 44, 45, 47, 142, 143, 144, 145, 146, 147 TG U2: 212, 222, 224, 225, 226, 232, 233, 234, 243, 302, 303, 304, 305, 306, 307 TG U3: 212, 213, 217, 222, 223, 224, 226, 227, 252, 253, 254, 256, 257, 262, 264 TG U4: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 242, 243, 244, 246, 247</p> |
| Craft and Structure | |
| <p>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.</p> | <p>TG U1: 13, 33, 43, 52, 53, 54, 55, 56, 57, WA17, WA18, WA19, WA23, WA24, WA25 TG U2: 143, 153, 242, 246, 247, 362, 363, WA14, WA20, WA21 TG U3: 223, 242, 243, 244, 245, 246, 247, 253 TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 293, WA5, WA6, WA7, WA17, WA18, WA19</p> |
| <p>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.</p> | <p>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</p> |
| <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> | <p>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 TG U3: 272, 273, 274, 276, 277</p> |

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| Integration of Knowledge and Ideas | |
| 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. | TG U1: 110, 127 TG U2: 247, 317, 363, 377 TG U3: 302, 317, 377 |
| RL.6.8 (Not applicable to literature) | Not applicable according to the Iowa Core English Language Arts Standards |
| 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. | 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 | |
| RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, 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 | |
| Key Ideas and Details | |
| RI.6.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | <p>TG U1: 103, 104, 106, 107, 133, 134, 173, 174, 176, 177, 183, 184, 186, 187, 213, 214, 216, 217, 223, 224, 226, 227, 243, 244, 246, 247, 253, 254, 256, 257, 263, 264, 266, 267, 273, 274, 276, 277, 283, 284, 286, 287, 293, 294, 296, 297, 303, 304, 306, 307, 313, 314, 316, 317, 323, 324, 326, 327, 333, 334, 373, 374, 376, 377, 383, 384, 386, 387</p> <p>TG U2: 23, 24, 26, 27, 93, 94, 96, 97, 133, 134</p> <p>TG U3: 13, 14, 16, 17, 33, 34, 43, 44, 46, 37, 73, 74, 76, 77, 83, 84, 86, 87, 103, 104, 106, 107, 123, 124, 126, 127, 143, 144, 146, 147, 153, 154, 156, 157, 163, 164, 166, 167, 173, 174, 176, 177, 183, 184, 186, 187, 323, 324, 326, 327, 343, 344, 346, 347, 353, 354, 356, 357</p> <p>TG U4: 43, 44, 46, 47, 53, 54, 56, 57, 63, 64, 66, 67, 103, 104, 106, 107, 113, 114, 116, 117, 123, 124, 126, 127, 153, 154, 156, 157, 183, 184, 186, 187, 313, 314, 316, 317, 353, 354, 356, 357, 383, 384, 386, 387</p> |
| RI.6.IA.2 Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. | <p>TG U1: 117, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 377, 387</p> <p>TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 187</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 327, 347, 357, 367, 387</p> <p>TG U4: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 317, 327, 347, 357, 367, 377, 387</p> |
| RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <p>TG U1: 92, 93, 97, 102, 103, 104, 105, 106, 107, 172, 182, 183</p> <p>TG U2: 12, 15, 23, 36, 37, 43, 45, 53, 63, 73, 93, 103, 183, 186, 236</p> <p>TG U3: 12, 13, 14, 16, 17, 42, 112, 122, 132, 136, 137, 172, 342, 343</p> <p>TG U4: 182, 183, 184, 185, 187, 312, 313, 314, 315, 316, 317, 333, 343, 353, 373</p> |

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| RI.6.2 Determine a 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>TG U1: 212, 213, 214, 215, 216, 217, 243, 272, 273, 274, 276, 302, 304, 306, 307</p> <p>TG U2: 14, 15, 16, 92, 93, 94, 95, 96, 97, 134</p> <p>TG U3: 42, 43, 44, 46, 47, 52, 54, 56, 62, 64, 66, 322, 323, 324, 326</p> <p>TG U4: 32, 33, 34, 35, 42, 43, 44, 45, 46, 47, 312, 313, 314, 316, 317</p> |
| 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>TG U1: 92, 93, 95, 95, 96, 97, 222, 223</p> <p>TG U2: 14, 22, 24, 26, 27, 36, 37, 54, 56, 72, 76, 94, 112, 114, 116</p> <p>TG U3: 22, 27, 33, 36, 37, 42, 46, 47, 67, 87, 113, 132, 133, 134, 135</p> <p>TG U4: 32, 34, 82, 83, 84, 86, 87, 102, 104, 106, 107, 142, 144, 146, 147</p> |
| Craft and Structure | |
| RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | <p>TG U1: 183, 233, 285, 313, WA17, WA18, WA19, WA23, WA24, WA25</p> <p>TG U2: 32, 33, 34, 44, 46, 122, 123, 124, 126, 127</p> <p>TG U3: 52, 53, 54, 56, 57, 92, 93, 94, 96, 97, 126, 143</p> <p>TG U4: 13, 53, 83, 113, 143, 372, 374, 376, 377, WA5, WA6, WA7, WA17, WA18, WA19</p> |
| 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>TG U1: 232, 233, 234, 235, 342, 343, 344, 346, 347</p> <p>TG U2: 43, 44, 46, 82, 84, 86, 87, 133, 187</p> <p>TG U3: 72, 74, 76, 77, 83, 87, 113, 133, 135, 183</p> <p>TG U4: 302, 303, 304, 306, 307, 322, 323, 324, 326, 327, 342, 343, 344, 346, 347</p> |
| RI.6.6 Determine an author’s point of view or purpose 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> |

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| Integration of Knowledge and Ideas | |
| 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. | TG U1: 252, 253, 254, 255, 256, 257, 282, 284, 286, 287, 322, 323, 324, 326, 327 TG U2: 17, 27, 53, 54, 56, 67, 77, 83, 102, 103, 104, 106, 107, 117, 173 TG U3: 32, 33, 34, 53, 77, 113, 117 TG U4: 302, 303, 304, 305, 306, 307 |
| 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. | TG U1: 333 TG U2: 43, 44, 47, 132, 133, 134, 135, 137, 183 TG U3: 362, 363, 364, 365, 366, 367 TG U4: 52, 54, 56, 57, 62, 63, 64, 66, 67, 112, 114, 116, 117 |
| RI.6.9 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). | TG U1: 112, 114, 116, 117, 172, 173, 174, 176, 177 TG U2: 112, 113, 114, 116, 117, 172, 174, 176, 177, 183, 184, 186, 187 TG U3: 82, 83, 84, 86, 87, 102, 103, 104, 106, 107, 152, 153, 154, 156, 157 TG U4: 102, 103, 104, 105, 106, 107, 382, 383, 384, 386, 387 |
| Range of Reading and Level of Text Complexity | |
| RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | TG U1: 92, 112, 212, 222, 232, 242, 262, 282, 292, 302, 312, 322, 332, 342, 382 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 182 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152 TG U4: 12, 32, 62, 92, 132, 152, 172, 302, 312, 332, 342, 352, 362, 372 |

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| Writing Standards | |
| Text Types and Purposes | |
| W.6.1 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 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 |

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| W.6.2 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 |
| 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 |

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| W.6.3 Write narratives 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 |
| 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 | |
| W.6.4 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 |
| 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. (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 |

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| W.6.6 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 type a minimum of three pages in a single sitting. | <p>TG U1: 20, 30, 50, 70, 80, 90, 100, 107, 198, 230, 310, 370</p> <p>TG U2: 90, 100, 107, 120, 140, 180, 189, 190, 260, 290, 307, 310, 320, 370, 380</p> <p>TG U3: 20, 80, 120, 170, 230, 260, 270, 290, 300, 310, 330, 340, 350, 360, 370</p> <p>TG U4: 20, 70, 107, 110, 120, 150, 170, 198, 220, 240, 280, 300, 307, 390, 398</p> |
| Research to Build and Present Knowledge | |
| W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | <p>TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 338, 339, 340</p> <p>TG U2: 328, 329, 330</p> <p>TG U3: 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80</p> <p>TG U4: 108, 109, 110, 228, 229, 230, 238, 239, 240</p> |
| 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>TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290</p> <p>TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360</p> <p>TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310</p> <p>TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340</p> |
| W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | <p>TG U1: 88, 89, 90</p> <p>TG U2: 308, 309, 310, 388, 389, 390</p> <p>TG U3: 278, 279, 280, 298, 299, 300, 318, 319, 320, 328, 329, 330, 338, 339, 340</p> <p>TG U4: 108, 109, 110, 118, 119, 120, 138, 139, 140</p> |
| a. Apply <i>grade 6 Reading standards</i> 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"). | <p>TG U1: 88, 89, 90</p> <p>TG U2: 388, 389, 390</p> <p>TG U3: 218, 219, 220, 228, 229, 230</p> |

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| b. Apply <i>grade 6 Reading standards</i> 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 |
| Range of Writing | |
| W.6.10 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. | TG U1: 148, 149, 150, 158, 159, 160, 238, 239, 240, 348, 349, 350, 392, 393, 394 TG U2: 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323 TG U3: 18, 19, 20, 58, 59, 60, 118, 119, 120, 248, 249, 250, 268, 269, 270 TG U4: 108, 109, 110, 138, 139, 140, 168, 169, 170, 228, 229, 230, 368, 369, 370 |
| Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | TG U1: 34, 224, 244, 294, 334, 364, 384 TG U2: 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323 TG U3: 12, 62, 82, 102, 142, 144, 172, 174, 262, 264, 292, 294, 322, 324, 352 TG U4: 24, 82, 94, 104, 114, 144, 164, 184, 212, 244, 272, 282, 312, 322, 332, 354 |
| 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. | TG U1: 12, 34, 52, 74, 92, 114, 132, 154, 162, 184, 212, 244, 262, 314, 342 TG U2: 12, 14, 32, 34, 62, 64, 82, 84, 112, 114, 172, 174, 222, 224, 252, 253 TG U3: 32, 34, 52, 54, 72, 74, 92, 94, 232, 234, 272, 274, 302, 304, 332 TG U4: 34, 54, 64, 94, 104, 112, 114, 134, 144, 154, 234, 244, 294, 312, 314 |

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| b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | TG U1: 22, 34, 102, 142, 152, 162, 242, 252, 272, 294, 302, 314, 334, 342, 362 TG U2: 12, 22, 34, 42, 74, 82, 92, 132, 142, 164, 182, 242, 252, 296, 306, 332 TG U3: 22, 24, 42, 44, 62, 64, 142, 144, 182, 184, 232, 234, 244, 262, 264 TG U4: 82, 212, 232, 242, 272, 282, 292, 312, 314, 322, 332, 398 |
| c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | TG U1: 24, 64, 74, 92, 112, 162, 164, 212, 214, 222, 224, 244, 274, 292, 302 TG U2: 32, 52, 62, 90, 112, 132, 152, 172, 182, 212, 252, 292, 332, 352, 372, 382 TG U3: 13, 33, 53, 73, 79, 113, 133, 163, 213, 243, 283, 303 TG U4: 12, 42, 72, 102, 132, 162, 212, 222, 232, 262, 292, 322, 342, 362, 382 |
| d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | TG U1: 342 TG U2: 270, 310 TG U3: 263, 283, 294, 296, 302 |
| SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | TG U1: 229, 239, 240, 288, 289, 290 TG U2: 23, 33, 53, 54, 56, 57, 102, 104, 106, 107, 363 TG U3: 13, 77, 117, 147 TG U4: 22, 23, 24, 25, 26, 27, 47, 177, 288, 289, 290 |
| SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | TG U2: 80, 90, 100, 120, 160, 198 TG U3: 240, 250, 280, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 20, 50, 70, 80, 90, 110, 120, 150, 160, 170, 190, 198 |
| Presentation of Knowledge and Ideas | |
| SL.6.IA.5 Prepare and conduct interviews. | TG U3: 37, 210 TG U4: 194 |

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| SL.6.IA.6 Participate in public performances. | TG U1: 198, 398 TG U2: 198, 380, 398 TG U3: 198, 302, 317, 377, 398 TG U4: 198, 398 |
| SL.6.4 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. | TG U1: 180, 270, 300, 350, 360, 370, 388, 389, 390 TG U2: 40, 90, 120, 188, 189, 190, 198, 398 TG U3: 170, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 198, 300, 330, 335, 350, 398 |
| SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | TG U1: 260, 290, 360, 390 TG U2: 198, 378, 379, 380, 398 TG U3: 128, 129, 130, 168, 169, 170 TG U4: 190, 194, 198, 288, 289, 290, 348, 349, 350, 388, 389, 390, 398 |
| SL.6.6 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 | |
| Conventions of Standard English | |
| L.6.1 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 |

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| b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). | 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 |
| L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG U1: 20, 21, 49, 168, 169, 170, 194, 195, 378, 379, 380, 381, 395 TG U2: 178, 179, 190, 191, 195, 261, 270, 280, 290, 300, 301, 310, 350, 380, 381 TG U3: 20, 21, 158, 159, 160, 171, 195, 331, 351, 371, 379, 395, TG U4: 170, 171, 179, 195, 221, 281, 290, 291, 300, 301, 370, 371, 379, 380, 395 |
| a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | TG U2: 350, 351, 360, 361, 370, 371 TG U3: 340, 341, 350, 351 TG U4: 250, 251, 260, 261, 270, 271, 280, 281, 290, 291, 300, 301, 310, 311 |
| b. Spell correctly. | TG U1: 190, 191, 380, 381, 395 TG U2: 178, 179, 180, 188, 189, 190, 191, 195, 278, 279, 280, 395 TG U3: 158, 159, 160, 170, 171, 195, 379, 380, 381, 370, 371, 395 TG U4: 170, 171, 179, 195, 370, 371, 378, 379, 380, 395 |

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| Knowledge of Language | |
| L.6.3 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> |
| Vocabulary Acquisition and Use | |
| L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , 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. Use 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, WA11, WA12, WA13</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> |

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| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>). | TG U1: 233, WA5, WA6, WA7, WA11, WA12, WA14, WA15, WA16 TG U2: WA8, WA9, WA10, WA23, WA24, WA25 TG U3: 83, 93, WA5, WA6, WA7, WA17, WA18, WA20, WA21, WA22 TG U4: WA2, WA3, WA4, WA23, WA24, WA25 |
| 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. | TG U1: 60, 285, WA2, WA3, WA4, WA7, WA8, WA9, WA10, WA12, WA15, WA20, WA21, WA22, WA23 TG U2: 41, 73, 169, 179, WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13 TG U3: 93, 99, 191, 299, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12, WA14, WA15, WA16 TG U4: 183, 375, WA2, WA3, WA4, WA8, WA9, WA10, WA11, WA14, WA15, WA16, WA17, WA19, WA25 |
| 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). | TG U1: 285, WA2, WA3, WA4, WA7, WA8, WA9, WA10, WA15, WA22 TG U2: WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13, WA20, WA21, WA22 TG U3: 95, 96, 275, 299, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12, WA14, WA21 TG U4: WA8, WA9, WA10, WA11, WA13, WA14, WA15, WA16, WA20, WA21, WA22, WA23, WA24 |
| L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | TG U1: 13, 33, 43, 73, 83, 253, WA17, WA18, WA19, WA20, WA21, WA22 TG U2: 123, 129, 130, 153, 278, 279, 280, 362, 363, 364, WA2, WA3, WA4, WA14, WA15 TG U3: 54, 56, 57, 63, 66, 223, 243, 244, 246, 247, 263, 283, WA11, WA12, WA13 TG U4: 13, 83, 263, 283, 293, WA5, WA6, WA7, WA11, WA12 |
| a. Interpret figures of speech (e.g., personification) in context. | TG U1: WA17, WA18, WA19 TG U2: 278, 279, 280, 303, 362, 363, 364, 366, 367, WA14, WA15, WA16 TG U3: 52, 54, WA2, WA3, WA4 TG U4: 131, WA5, WA6, WA7 |

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| b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | TG U1: 55, 253, 269, 309, 311 TG U2: 58, 59, 60, WA17, WA18, WA19 TG U3: 83, 133, WA23, WA24, WA25 TG U4: 69, 223, 253, 293, WA11, WA12, WA13, WA20 |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>). | TG U1: 52, 54, 56, 57, 319, WA23, WA24, WA25 TG U2: WA20, WA22, WA21 TG U3: 53, 54, 98, 99, 100, 143, 263, WA11, WA12, WA13 TG U4: 53, WA11, WA12, WA13, WA17, WA18, WA19 |
| L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | TG U1: 24, 44, 64, 94, 134, 154, 174, 214, 244, 264, 294, 324, 344, 354, 374 TG U2: 14, 44, 83, 84, 114, 134, 164, 214, 234, 264, 274, 294, 304, 324, 364 TG U3: 14, 24, 44, 64, 74, 84, 114, 154, 214, 234, 254, 344, 374, 384 TG U4: 14, 44, 64, 94, 124, 154, 184, 234, 264, 284, 304, 324, 344, 364, 384 |