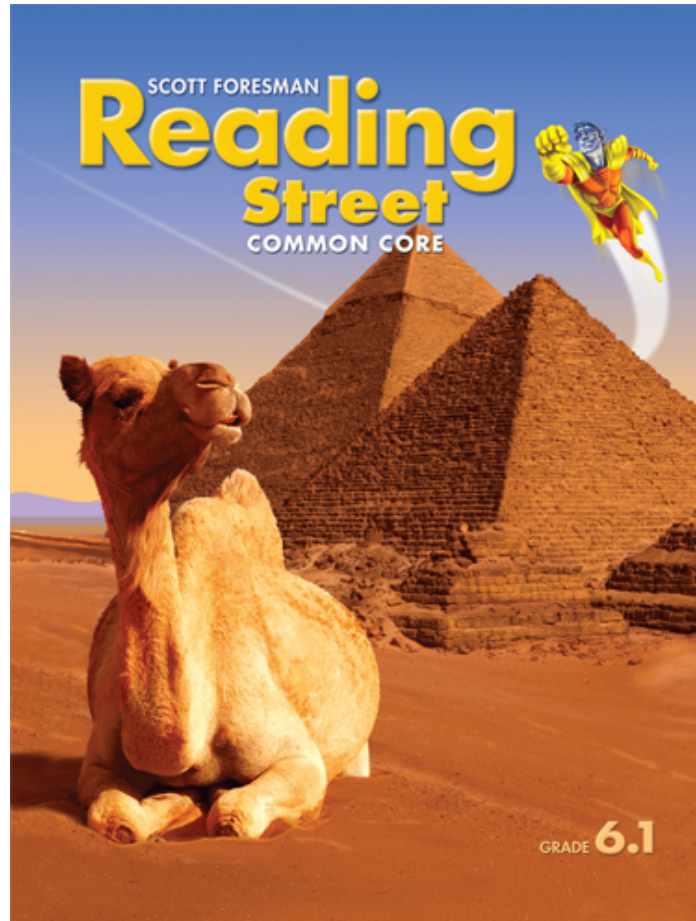


A Correlation of

**Scott Foresman**  
**Reading Street Common Core**  
**Grade 6, ©2013**



To the

**Indiana Academic Standards**  
**English/Language Arts (2014)**  
**Grade 6**

# A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the Indiana Academic Standards English/Language Arts, Grade 6

## Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Indiana Academic Standards English/Language Arts (2014)*. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages

Teaching **Scott Foresman Reading Street, Common Core** is teaching the Common Core. **Reading Street** is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

**Scott Foresman Reading Street, Common Core** is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of **Reading Street**—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

### Writing on Reading Street

Writing instruction on **Reading Street** emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

### Differentiated Instruction for Small Group Time

**Reading Street** instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

### ELL Instruction

Daily support for English language learners can be found throughout the **Reading Street** Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

### 21st Century Skills

Technology on **Scott Foresman Reading Street** can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
to the Indiana Academic Standards English/Language Arts, Grade 6**

**Table of Contents**

<b>READING.....</b>	<b>4</b>
<b>READING: Nonfiction.....</b>	<b>11</b>
<b>READING: Vocabulary .....</b>	<b>22</b>
<b>WRITING.....</b>	<b>29</b>
<b>SPEAKING AND LISTENING .....</b>	<b>48</b>
<b>MEDIA LITERACY.....</b>	<b>55</b>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
to the Indiana Academic Standards English/Language Arts, Grade 6**

Indiana Academic Standards English/Language Arts Grade 6	Scott Foresman Reading Street Common Core, ©2013
<b>Indiana Academic Standards</b>	
<b>GRADE 6</b>	
<b>READING</b>	
<b>RL.1: LEARNING OUTCOME FOR READING LITERATURE</b>	
<b>Read and comprehend a variety of literature independently and proficiently</b>	
<p>6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6–8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p>	<p><b>SE 1:</b> 25, 56, 86, 144, 272, 290, 336, 426, 444, 454  <b>SE 2:</b> 106, 188, 236, 246, 260, 318, 334, 392</p> <p><b>TE 1:</b> 21c, 22–23, 26–27, 27a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 41b, 48–49, 49j–49k, SG•2–SG•3, SG•4, SG•8–SG•9, SG•12–SG•13, SG•14, 51c, 52–53, 57a, 58–59, 60–61, 61a, 62–63, 63a, 64c–64d, 64–65, 65a, 66–67, 67a, 68–69, 69a, 70–71, 71a, 73b, 78–79, 79j–79k, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, 81c–81d, 84e, 84–85, 86–87, 87a, 88–89, 89a, 90–91, 91a, 92–93, 93a, 94c–94d, 94–95, 95a, 96–97, 97a, 98–99, 99a, 101b–101c, 106–107, 107j–107k, SG•34–35, SG•36, 170–171, 171a, 172–173, 173a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•28–UR•29, UR•30–UR•31</p> <p><b>TE 2:</b> 268–269, 273a, 274–275, 275a, 276–277, 277a, 278–279, 279a, 280–281, 281a, 282c–282d, 282–283, 283a, 284–285, 285a, 287b, 290–291, 291a, 293a, 294–295, SG•52–SG•53, SG•58–SG•59, 323j–323k, 324–325, 325a, 326–327, 327a, SG•66, SG•70–SG•71, SG•76, UR•38–UR•39, UR•40–UR•41</p> <p><b>TE 3:</b> 332–333, 334–335, 337a, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346c–346d, 346–347, 347a, 348–349, 349a, 350–351, 351a, 351b, 358–359, 359j–359k, 361c–361d, 391c, 392–393, 421c–421d, 424f, 427a, 428–429, 429a, 430–431, 431a, 432–433, 433a, 433b, 434a–434b, 434c–434d, 434–435, 435a, 436–437, 437a, 438–439, 439a, 440–441, 441a, 441b, 445a, 446–447, SG•50–SG•51, SG•54–SG•55, SG•56–SG•57, SG•60–SG•61, SG•62–SG•63, 449c–449d, 452f, 455a, 456–457, 457a, 458–459, 459a, 462c–462d, 462–463, 463a, 464–465, 465a, 466–467, 467a, 468–469, 469a, 470–471, 471a, 473b, 478–479, 479j–479k, 480–481, 481a, 482–483, 483a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•52–UR•53</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<p align="center"><b>Indiana Academic Standards English/Language Arts Grade 6</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>(Continued)</b> 6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6–8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 106–107, 107a, 109j–109k, 111c, 117a, 118–119, 119a, 120–121, 121a, 124–125, 125a, 126c–126d, 126–127, 127a, 128–129, 129a, 130–131, 131a, 133b, 140–141, SG•51, SG•61, 176–177, 177a, 178–179, 179a, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 <b>TE 5:</b> 186–187, 188–189, 189a, 190–191, 191a, 192–193, 193a, 194–195, 195a, 196–197, 197a, 198–199, 199a, 200c, 200d, 200–201, 201a, 202–203, 203a, 204–205, 205a, 207b, 212–213, 213j, SG•8, SG•9, 236–237, 237a, 239j, SG•21, SG•31, 242–243, 246–247, 247a, 248–249, 249a, 250–251, 251a, 251b, 252c, 252d, 252–253, 253a, 254–255, 255a, 257b, 260–261, 261a, 262–263, SG•46, SG•47, 291c, 292–293, 294–295, 322–323, 323a, 324–325, 325a, UR•8, UR•9, UR•11, UR•12, UR•13, UR•22, UR•23, UR•28, UR•29, UR•31, UR•32, UR•33 <b>TE 6:</b> 330–331, 335a, 336–337, 337a, 338–339, 339a, 340–341, 341a, 342c, 342d, 342–343, 343a, 344–345, 345a, 347b, 352–353, 353a, 353j, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, SG•13, 385j, 388–389, 390–391, 393a, 394–395, 395a, 396–397, 397a, 398–399, 399a, 402c, 402d, 402–403, 403a, 404–405, 405a, 406–407, 407a, 409b, 416–417, SG•34, SG•39, SG•44, 449j, 475j, 476–477, 477a, 478–479, 479a, UR•8, UR•9, UR•11, UR•13, UR•29, UR•31, UR•42, UR•43</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<p align="center"><b>Indiana Academic Standards English/Language Arts Grade 6</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>RL.2: KEY IDEAS AND TEXTUAL SUPPORT</b>  <b>Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</b></p>	
<p>6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE 1:</b> 40, 52–53, 72, 82–83, 100, 140–141, 160, 268–269, 286, 350, 362–363, 440, 450–451, 472</p> <p><b>SE 2:</b> 112, 132, 206, 242, 256, 292–293, 330, 346, 388–389, 408</p> <p><b>TE 1:</b> 30–31, 32c, 34–35, 35a, 36–37, 38–39, 39a, 40–41, SG•2–SG•3, SG•4, SG•8, SG•12–SG•13, 51c, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64c, 64–65, 65a, 66–67, 67a, 68–69, 69a, 70–71, 71a, 72–73, SG•18–SG•19, SG•20, SG•25, SG•28–SG•29, SG•30, 81c, 82–83, 88–89, 89a, 90–91, 92–93, 93a, 94c–94d, 94–95, 95a, 96–97, 97a, 98–99, 99a, 100–101, 107h–107i, SG•34–SG•35, 140–141, UR•9, UR•11, UR•12–UR•13, UR•18–UR•19, UR•21, UR•29, UR•31</p> <p><b>TE 2:</b> 267c, 268–269, 274–275, 275a, 276–277, 278–279, 279a, 280–281, 282c–282d, 282–283, 283a, 284–285, 286–287, 287a, 291a, 293a, 295h, SG•51, SG•52–SG•53, SG•56–SG•57, SG•61, SG•62–SG•63, UR•39, UR•41, UR•42–UR•43</p> <p><b>TE 3:</b> 331c, 338–339, 339a, 340–341, 341a, 324–343, 343a, 344–345, 345a, 346c, 346–347, 347a, 348–349, 349a, 350–351, 351a, SG•3, SG•4, 361c, 362–363, 421c, 428–429, 430–431, 432–433, 434c–434d, 436–437, 438–439, 439a, 440–441, 441a, SG•60, 449c, 450–451, 456–457, 457a, 458–459, 459a, 461a, 462c, 462–463, 463a, 464–465, 465a, 466–467, 467a, 468–469, 469a, 470–471, 471a, 472–473, 473a, 479h–479i, 479l–479m, 482–483, 483a, SG•66–SG•67, SG•68, SG•72–SG•73, SG•78, UR•8–UR•9, UR•10–UR•11, UR•12, UR•39, UR•41, UR•42, UR•48–UR•49, UR•51, UR•52</p> <p><b>TE 4:</b> SG•18, SG•22–SG•23, SG•28, 107a, SG•34, SG•38–SG•39, SG•44, 111c, 112–113, 118–119, 119a, 120–121, 123a, 124–125, 125a, 126c, 126–127, 127a, 128–129, 129a, 130–131, 133a, 141h, SG•51, SG•52, SG•56–SG•57, SG•62, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p><b>TE 5:</b> 192–193, 194–195, 200–201, 204–205, 206–207, 207a, SG•2, SG•3, SG•4, SG•7, SG•8, SG•12, SG•13, 236c, 237a, 241c, 242–243, 248–249, 252c, 252–253, 254–255, 256–257, 257a, 263h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•44, SG•45, SG•46, 291c, 292–293, UR•8, UR•9, UR•11, UR•13, UR•29, UR•31, UR•32, UR•33</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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Indiana Academic Standards English/Language Arts Grade 6	Scott Foresman Reading Street Common Core, ©2013
<p><b>(Continued)</b> 6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>	<p><b>(Continued)</b> <b>TE 6:</b> 329c, 330–331, 336–337, 338–339, 339a, 340–341, 342c, 342d, 342–343, 343a, 344–345, 345a, 346–347, 347a, 353h, 353i, 353l, SG•2, SG•3, SG•7, SG•12, SG•13, 387c, 394–395, 395a, 396–397, 397a, 398–399, 399a, 400–401, 401a, 402c, 402d, 403a, 404–405, 406–407, 408–409, 409a, 417h, 417i, 417l, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, UR•9, UR•11, UR•12, UR•13, UR•29, UR•31, UR•42, UR•43</p>
<p>6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.</p>	<p><b>SE 1:</b> 40, 52–53, 72, 82–83, 100, 286, 350, 362–363, 422–423, 440, 444–445, 472 <b>SE 2:</b> 132, 184–185, 206, 256, 260, 330–331, 346, 388–389, 408 <b>TE 1:</b> 39a, 40–41, 41a, 49j–49k, 32c–32d, 38–39, 51c, 52–53, 58–59, 59a, 60–61, 61a, 64c, 64d, 64–65, 65a, 68–69, 69a, 70–71, 71a, 72–73, 73a, 79h, 79i, 79j–79k, 79, SG•24–25, SG•30, 81c, 82–83, 92–93, 93a, 94c–94d, 96–97, 97a, 99a, 100–101, 101a, 107j–107k, SG•34–SG•35, SG•41, 170–171, UR•18–UR•19, UR•21, UR•22–UR•23 <b>TE 2:</b> 280–281, 281a, 282d, 284–285, 286–287, 287a, 290c–290d, SG•51, 323j–323k, UR•42 <b>TE 3:</b> 346c–346d, 347a, 350–351, 351a, 354b, 359j–359k, 361c, 362–363, 421c, 422–423, 434c–434d, 440–441, 444c–444d, 444–445, 445a, SG•50, SG•56, SG•57, SG•58, SG•60, 462c–462d, 468–469, 472–473, 473a, 479j–479k, 480–481, 481a, 482–483, 483 <b>TE 4:</b> SG•18, SG•22–SG•23, SG•28, 106c–106d, 106–107, 107a, 109j–109k, SG•42, 126c–126d, 131a, 132–133, 133a, 179a <b>TE 5:</b> 183c, 184–185, 190–191, 191a, 192–193, 193a, 196–197, 197a, 198–199, 200c, 200d, 202–203, 203a, 204–205, 206–207, 207a, 213h, 213j, 213l, SG•14, 239j, 252c, 252d, 254–255, 255a, 257a, 260c, 260–261, 261a, SG•34, SG•39, SG•44, 322–323, UR•8, UR•9, UR•11, UR•12, UR•13, UR•29, UR•31 <b>TE 6:</b> 329c, 330–331, 342c, 342d, 345a, 347a, 353b, 353j, 385j, 387c, 402c, 402d, 406–407, 408–409, 409a, SG•41, 449j, 475j, 476–477, 477a, UR•10, UR•42, UR•43</p>

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<p>6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.</p>	<p><b>SE 1:</b> 22–23, 268–269, 286, 330, 392–393, 450–451  <b>SE 2:</b> 184–185, 242–243, 260–261</p> <p><b>TE 1:</b> 21c, 22–23, 32c–32d, 34, 36, 38–39, 40–41, 41a, 49h, 49l–49m, SG•4, SG•8–SG•9, SG•12–SG•13, SG•14, 51c, 60–61, 62–63, 63a, 64c, 64d, 68–69, 79l–79m, 92–93, 94–95, 95a, 96–97, 97a, SG•36, SG•41, SG•45, SG•46, UR•8, UR•11, UR•18–UR•19, UR•21, UR•22, UR•29, UR•31</p> <p><b>TE 2:</b> 267c, 268–269, 276–277, 277a, 282c, 284–285, 286–287, 287a, SG•52, SG•56–SG•57, UR•39, UR•42–UR•43</p> <p><b>TE 3:</b> 331c, 338–339, 339a, 3410–341, 341a, 342–343, 343a, 344–345, 345a, SG•8–SG•9, SG•13, 391c, 392–393, 421c, 429a, 430–431, 431a, 432–433, 434–435, 436–437, 438–439, 444c–444d, 445a, SG•50–SG•51, SG•52, SG•54–SG•55, SG•57, SG•58, SG•60–SG•61, SG•64, 449c, 450–451, 454–455, 455a, 456–457, 457a, 458–459, 459a, 462c–462d, 462–463, 463a, 464–465, 466–467, 468–469, 469a, 470–471, SG•66–SG•67, SG•71, SG•73, SG•76–SG•77, UR•8–UR•9, UR•11, UR•12, UR•39, UR•48–UR•49, UR•51, UR•52</p> <p><b>TE 4:</b> 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 131a, SG•52, SG•56, SG•60, SG•62, UR•39, UR•43</p> <p><b>TE 5:</b> 183c, 184–185, 186d, 189a, 190–191, 191a, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 203a, 204–205, 207a, 213h, 213l, SG•3, SG•7, SG•12, 241c, 242–243, 248–249, 250–251, 252c, 253a, 254–255, 255a, 260c, 260–261, 261a, SG•40, UR•9, UR•11, UR•12, UR•23, UR•28, UR•29, UR•31, UR•32</p> <p><b>TE 6:</b> 338–339, 339a, 340–341, 341a, 342c, 342d, 342–343, 343a, 353b, SG•4, SG•9, 393a, 394–395, 395a, 398–399, 399a, 402–403, 404–405, 405a, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, UR•9, UR•29, UR•31, UR•42, UR•43</p>
<p>6.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example:  <b>TE 1:</b> 21c, 49h, 51c, 79h  <b>TE 5:</b> 183c, 213h</p>



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Indiana Academic Standards English/Language Arts Grade 6	Scott Foresman Reading Street Common Core, ©2013
<b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</b>	
6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	<p><b>SE 1:</b> 170, 324, 392–393, 480 <b>SE 2:</b> 176, 236, 292–293, 322, 476</p> <p><b>TE 1:</b> 21c, 28–29, 32–33, 33a, 38–39, 39a, 49h, 49l–49m, SG•2–SG•3, SG•7, SG•8, SG•12–SG•13, 60–61, 61a, 64–65, 65a, 68–69, 69a, 70–71, 71a, 79h–79i, 79l–79m, SG•20, SG•24–SG•25, 88–89, 89a, 94–95, 95a, 170–171, 171a, 173a, SG•35, SG•38, UR•8–UR•9, UR•11, UR•12–UR•13</p> <p><b>TE 2:</b> 267c, 270d, 274–275, 275a, 276–277, 277a, 280–281, 282–283, 283a, 284–285, 293a, 295h–295i, SG•61, SG•62–SG•63, 324–325, 325a, 326–327</p> <p><b>TE 3:</b> 340–341, 341a, 342–343, 343a, 344–345, 345a, 346c, 346–347, 347a, SG•3, SG•8–SG•9, SG•13, 391c, 392–393, 427a, 428–429, 429a, 430–431, 431a, 434–435, 438–439, 439a, SG•52, SG•62, 452d, 454–455, 455a, 457a, 458–459, 459a, 460–461, 464–465, 465a, 468–469, 469a, 479h–479i, 480–481, 481a, 482–483, 483a, SG•73</p> <p><b>TE 4:</b> SG•37, SG•47, 116–117, 117a, 118–119, 119a, 128–129, 141i, SG•51, SG•57, 176–177, 177a, 178–179, 179a, UR•39, UR•42–UR•43</p> <p><b>TE 5:</b> 183c, 186d, 188–189, 189a, 190–191, 191a, 192–193, 193a, 196–197, 199a, 202–203, 205a, 213i, 213l, SG•4, SG•8, SG•9, SG•13, SG•14, 236–237, 237a, 241c, 246–247, 247a, 250–251, SG•45, 291c, 292–293, 322–323, 323a, 324–325, 325a, UR•9, UR•11, UR•13, UR•22, UR•29, UR•32</p> <p><b>TE 6:</b> 334–335, 336–337, 337a, 345a, SG•3, SG•8, SG•13, SG•14, 406–407, 407a, 476–477, 477a, 478–479, 479a, UR•12, UR•13, UR•28, UR•29</p>
6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	<p><b>SE 1:</b> 422–423</p> <p><b>TE 1:</b> 24d, 26–27, 28–29, 38–39, 39a, 49h–49i, SG•46, UR•21</p> <p><b>TE 2:</b> 276–277, 278–279, 279a, SG•66, SG•76, SG•71, UR•41</p> <p><b>TE 3:</b> SG•14, 361c, 421c, 422–423</p> <p><b>TE 4:</b> SG•51, SG•61</p> <p><b>TE 5:</b> 189a, SG•13, SG•36, SG•46, 325a, UR•9</p> <p><b>TE 6:</b> SG•2, SG•7, SG•12, 400–401, UR•8, UR•9, UR•11, UR•12</p>

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<p align="center"><b>Indiana Academic Standards English/Language Arts Grade 6</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>RL.4: SYNTHESIS AND CONNECTION OF IDEAS</b>  <b>Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</b></p>	
<p>6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.</p>	<p><b>SE 1:</b> 295, 479  <b>SE 2:</b> 141</p> <p><b>TE 1:</b> 21c  <b>TE 2:</b> 295a, 327a  <b>TE 3:</b> 348–349, 479a, 483a  <b>TE 4:</b> 107a, 141a, 179a, UR•41  <b>TE 5:</b> 25a</p>
<p>6.RL.4.2: Compare and contrast works of literature 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>	<p><b>SE 1:</b> 47, 445  <b>SE 2:</b> 107, 237, 261  <b>TE 1:</b> 32c, 38–39, 70–71  <b>TE 2:</b> 284–285, UR•43  <b>TE 3:</b> 348–349, 433a, 438–439, 445a, 470–471, SG•74, UR•9, UR•11, UR•39, UR•51  <b>TE 4:</b> 106c, 106–107, SG•38, SG•42, SG•47, SG•48, 121a, 130–131  <b>TE 5:</b> 237a, SG•26, SG•42  <b>TE 6:</b> 335a, 344–345, 396–397, 406–407</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30–33  <b>Unit 3:</b> 72–73, 84–85  <b>Unit 5:</b> 144–145</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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Indiana Academic Standards English/Language Arts Grade 6	Scott Foresman Reading Street Common Core, ©2013
<b>READING: Nonfiction</b>	
<b>RN.1: LEARNING OUTCOME FOR READING NONFICTION</b>	
<b>Read and comprehend a variety of nonfiction independently and proficiently</b>	
<p>6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6–8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p>	<p><b>SE 1:</b> 44, 76, 104, 114, 132, 164, 182, 198, 208, 228, 238, 260, 302, 320, 354, 366, 384, 396, 414, 476</p> <p><b>SE 2:</b> 26, 44, 56, 74, 88, 116, 136, 148, 170, 210, 220, 270, 284, 296, 350, 360, 380, 412, 424, 444, 456, 468</p> <p><b>TE 1:</b> 24e, 24–25, 46–47, 47a, 54e, 54–55, 76–77, 77a, 104–105, 105a, SG•47, 112–113, 115a, 116–117, 117a, 118–119, 119a, 120–121, 121a, 122c–122d, 122–123, 123a, 124–125, 125a, 126–127, 127a, 129b, 136–137, 132–133, 133a, 134–135, 135a, 137j–137k, SG•50–SG•51, SG•58–SG•59, 144–145, 145a, 146–147, 147a, 148–149, 149a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158–159, 159a, 161b, 166–167, 167a, 168–169, 169j–169k, SG•66–SG•67, SG•71, SG•76–SG•77, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50–UR•51</p> <p><b>TE 2:</b> 178–179, 180–181, 183a, 184–185, 185a, 186–187, 187a, 190c–190d, 190–191, 191a, 192–193, 193a, 195b, 199a, 200–201, 201j–201k, 204–205, 206–207, 209a, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 222–223, 223a, 225b, 229a, 230–231, 231j–231k, SG•26–SG•27, 234–235, 239a, 240–241, 241a, 242–243, 243a, 244–245, 245a, 246c–246d, 246–247, 247a, 248–249, 249a, 250–251, 251a, 253–254, 254a, 254–255, 255a, 257b, 263a, 264–265, 265j–265k, 270–271, 295j–295k, 298–299, 300–301, 303a, 304–305, 305a, 306–307, 307a, 308–309, 309a, 310d, 310–311, 311a, 312–313, 313a, 314–315, 315a, 317b, 312a, 322–323, SG•66, SG•77, UR•18–UR•19, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•52–UR•53</p> <p><b>TE 3:</b> 356–357, 357a, 364f, 367a, 370–371, 371a, 372c–372d, 374–375, 375a, 376–377, 377a, 378–379, 379a, 381b, 384–385, 385a, 387a, 388–389, 389j–389k, 394f, 397a, 398–399, 399a, 400–401, 401a, 402–403, 403a, 404c–404d, 404–405, 405c, 406–407, 407a, 408–409, 409a, 411b, 418–419, 419j–419k, SG•34–SG•35, SG•36–SG•37, SG•38–SG•39, SG•42–SG•43, SG•44–SG•45, 447j–447k, 476–477, 477a, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p>

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<p><b>(Continued)</b> 6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6–8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 21c–21d, 24f, 27a, 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36c–36d, 36–37, 37a, 38–39, 39a, 41b, 46–47, 47a, 48–49, 49j–49k, 51c–51d, 57a, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64c–64d, 64–65, 65a, 66–67, 67a, 68–69, 69a, 71b, 74–75, 75a, 76–77, 77a, 78–79, 79a, 80–81, 81j–81k, 83c, 86f, 88–89, 89a, 90–91, 91a, 92–93, 93a, 94–95, 95a, 96c–96d, 98–99, 99a, 100–101, 101a, 103b, 108–109, 141j–141k, SG•52, SG•54–SG•55, SG•58–SG•59, SG•63, SG•64, 143c, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158c–158d, 160–161, 161a, 162–163, 163a, 164–165, 165a, 167b, 170–171, 171a, 174–175, 175j–175k, SG•66–SG•67, SG•70–SG•71, SG•74–SG•75, SG•76–SG•77, SG•78–SG•79, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•50–UR•51, UR•52–UR•53 <b>TE 5:</b> SG•5, SG•10, SG•15, 210–211, 211a, 216–217, 218–219, 220–221, 221a, 222–223, 223a, 224–225, 225a, 226–227, 227a, 228c, 228d, 228–229, 229a, 230–231, 231a, 233b, 238–239, SG•20, SG•30, 244–245, 263j, 266–267, 268–269, 270–271, 271a, 272–273, 273a, 274–275, 275a, 276c, 276d, 276–277, 277a, 278–279, 279a, 281b, 284–285, 285a, 286–287, 287a, 288–289, 289j, 296–297, 297a, 298–299, 299a, 300–301, 301a, 302–303, 303a, 304–305, 305a, 306c, 306d, 306–307, 307a, 308–309, 309a, 310–311, 312–313, 313a, 315b, 320–321, 321j, SG•69, SG•74, SG•79, UR•18, UR•19, UR•20, UR•21, UR•38, UR•39, UR•40, UR•41, UR•42, UR•43, UR•48, UR•49, UR•50, UR•51, UR•52, UR•53 <b>TE 6:</b> 332–333, 351a, 356–357, 358–359, 361a, 362–363, 363a, 364–365, 365a, 366–367, 367a, 368c, 368d, 370–371, 371a, 372–373, 373a, 374–375, 375a, 377b, 380–381, 381a, 382–383, 383a, 384–385, 385a, SG•20, SG•21, SG•25, SG•26, SG•30, SG•31, 412–413, 413a, 415a, 420–421, 422–423, 424–425, 425a, 426–427, 427a, 428–429, 429a, 430–431, 431a, 432c, 432d, 432–433, 433a, 441b, 444–445, 447a, 448–449, SG•50, SG•55, SG•60, 452–453, 454–455, 457a, 458–459, 459a, 460c, 460d, 460–461, 461a, 462–463, 463a, 465b, 468–469, 469a, 471a, 473a, 474–475, SG•66, SG•69, SG•71, SG•74, SG•76, SG•79, UR•19, UR•21, UR•23, UR•33, UR•38, UR•39, UR•41, UR•48, UR•49, UR•51, UR•52, UR•53</p>

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<p align="center"><b>Indiana Academic Standards English/Language Arts Grade 6</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>RN.2: KEY IDEAS AND TEXTUAL SUPPORT</b> <b>Extract and construct meaning from nonfiction texts using a range of comprehension skills</b></p>	
<p>6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE 1:</b> 110–111, 128, 178–179, 194, 204–205, 224, 256, 298–299, 316, 320–321, 356, 380, 384, 410, 476–477</p> <p><b>SE 2:</b> 40, 70, 74–77, 84–85, 102, 166, 232, 280, 314, 376, 380–383, 412–415, 420–421, 440–441, 452–453, 464, 468–473</p> <p><b>TE 1:</b> 46–47, 47a, 76–77, 77a, 107l–107m, 109c, 110–111, 116–117, 117a, 118–119, 120–121, 122c, 122–123, 124–125, 125a, 126–127, 128–129, 134–135, 135a, SG•50–SG•51, SG•55, SG•60–SG•61, 146–147, 147a, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158–159, 159a, 160–161, 161a, 164b, 164–165, 165a, 169l–169m, SG•66–SG•67, SG•68–SG•69, SG•72–SG•73, SG•76–SG•77, UR•48–UR•49, UR•41, UR•51</p> <p><b>TE 2:</b> 177c, 178–179, 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c, 190–191, 191a, 192–193, 193a, 194–195, 195a, SG•2–SG•3, SG•7, SG•12, SG•14, 203c, 204–205, 210–211, 211a, 212–213, 213a, 214a, 214c, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 223–224, 224a, 224–225, SG•18–SG•19, SG•20–SG•21, SG•24–SG•25, SG•28–SG•29, SG•30, 225a, 229a, 240–241, 241a, 242–243, 243a, 245a, 250–251, 254–255, 255a, 256–257, 257a, 263a, SG•34–SG•35, SG•39, SG•40–SG•41, SG•44–SG•45, 295l–295m, 295j–295k, 297c, 298–299, 305a, 306–307, 307a, 309a, 312–313, 314–315, 316–317, 317a, 320–321, 321a, SG•68–SG•69, SG•77, SG•78, UR•9, UR•19, UR•22, UR•29, UR•33, UR•49, UR•52</p> <p><b>TE 3:</b> 355a, 357a, 368–369, 370–371, 371a, 372c, 372–373, 374–375, 375a, 376–377, 378–379, 379a, 380–381, 381a, 384–385, 385a, 389h, 389l–389m, SG•19, SG•22–SG•23, SG•28–SG•29, SG•30–SG•31, 399a, 400–401, 401a, 402–403, 404c, 404–405, 406–407, 408–409, 410–411, 411a, SG•34–SG•35, SG•39, SG•40, SG•44–SG•45, SG•46, 447l–447m, 476–477, 477a, 476c–476d, 477a, UR•18–UR•19, UR•21, UR•22, UR•29, UR•31</p>

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<p><b>(Continued)</b> 6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 28–29, 30–31, 32–33, 34–35, 36c, 36–37, 38–39, 40–41, 41a, SG•2–SG•3, SG•4–SG•5, SG•8, SG•12–SG•13, SG•14, 58–59, 59a, 63a, 64c, 68–69, 69a, 70–71, 71a, 74–75, 75a, 77a, 83c, 84–85, 92–93, 93a, 94–95, 95a, 96c, 98–99, 99a, 100–101, 102–103, 103a, 137a, 139a, 141l–141m, SG•59, 158c, 164–165, 165a, 166–167, 167a, 171a, SG•68, SG•76–SG•77, UR•8–UR•9, UR•11, UR•12–UR•13, UR•18–UR•19, UR•21, UR•22, UR•28–UR•29, UR•31, UR•48–UR•49, UR•51, UR•52 <b>TE 5:</b> SG•5, 222–223, 224–225, 227a, 228c, 228–229, 230–231, 232–233, 233a, SG•18, SG•19, SG•23, SG•28, 263l, 272–273, 274–275, 276c, 278–279, 279a, 280–281, 281a, SG•50, SG•51, SG•55, SG•60, SG•61, 298–299, 301a, 302–303, 304–305, 305a, 306c, 306–307, 308–309, 310–311, 312–313, 314–315, SG•66, SG•67, SG•68, SG•71, SG•72, SG•73, SG•76, SG•77, UR•19, UR•21, UR•38, UR•39, UR•41, UR•42, UR•43, UR•49, UR•51 <b>TE 6:</b> 351a, SG•15, 362–363, 364–365, 365a, 364–365, 365a, 366–367, 367a, 368c, 368d, 370–371, 372–373, 374–375, 376–377, 377a, 380–381, 381a, 383a, 412–413, 413a, 415a, SG•37, SG•47, 419c, 420–421, 426–427, 427a, 428–429, 429a, 430–431, 431a, 432c, 432d, 432–433, 433a, 436–437, 437a, 438–439, 440–441, 441a, 449h, 449i, 449l, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•61, SG•62, 451c, 452–453, 458–459, 461a, 462–463, 464–465, 465a, 468–469, 469a, 473a, 475l, SG•66, SG•71, SG•76, UR•19, UR•21, UR•23, UR•33, UR•39, UR•41, UR•49, UR•51, UR•52, UR•53</p>

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<p>6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p>	<p><b>SE 1:</b> 44–47, 76, 110–111, 128, 132–135, 164–167, 178–179, 194, 198–199, 204–205, 224, 256, 298–299, 316, 354, 380, 384–387, 410, 476–477</p> <p><b>SE 2:</b> 22–23, 40, 70, 102, 166, 168–169, 232, 266–267, 280, 314, 376, 420–421, 440–441, 452–453, 464</p> <p><b>TE 1:</b> 44c–44d, 44–45, 45a, 46–47, 47a, 76c–76d, 76–77, 104c, 104–105, 105a, 109c, 117a, 118–119, 120–121, 122c–122d, 125a, 126–127, 128–129, 129a, 132c–132d, 132–133, 133a, 134–135, 135a, 137j–137k, SG•50–SG•51, SG•56–SG•57, SG•60–SG•61, 146–147, 150–151, 151a, 152c–152d, 155a, 156–157, 157a, 159a, 164c, 165a, 169j–169k, SG•68–SG•69, SG•71, SG•74–SG•75, SG•76–SG•77, UR•32, UR•39, UR•49</p> <p><b>TE 2:</b> 177c, 178–179, 182–183, 183a, 184–185, 185a, 189a, 190c–190d, 190–191, 191a, 194–195, 195a, 195c, 198c–198d, 198–199, 199a, 201h, 201j–201k, SG•5, SG•9, SG•10, SG•13, SG•14–SG•15, 203c, 204–205, 206d, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 218–219, 219a, 224–225, 225a, 228c, 229a, 231h, 231j–231k, 231l–231m, SG•18, SG•23, SG•28–SG•29, 246c–246d, 249a, 247a, 256–257, 260c, 260–261, 261a, 265j–265k, SG•34, SG•36, SG•41, SG•44, 297c, 298–299, 306–307, 308–309, 310c–310d, 314–315, 316–317, 317a, 320c–320d, 320–321, 321a, SG•68–SG•69, SG•73, SG•77, SG•78, UR•8–UR•9, UR•11, UR•18–UR•19, UR•22, UR•29, UR•49, UR•51, UR•52</p> <p><b>TE 3:</b> 354c–354d, 354–355, 355a, 372d–372e, 379a, 380–381, 381a, 384c, 384–385, 385a, 386–387, 389j–389k, SG•20, SG•25, SG•26–SG•27, 404c–404d, 406–407, 407a, 409a, 410–411, 411a, 411c, 414c, 419j–419k, SG•34–SG•35, SG•36, SG•40–SG•41, SG•44–SG•45, 447j–447k, 447l–447m, 476–477, SG•69, SG•79, UR•19</p> <p><b>TE 4:</b> 21c, 22–23, 30–31, 31a, 34–35, 35a, 36c–36d, 38–39, 39a, 40–41, 41a, 44c–44d, 44–45, 45a, 49j–49k, SG•15, 64c–64d, 66–67, 70–71, 71a, 74b, 74c, 74–75, 77a, 81j–81k, SG•25, SG•30–SG•31, 92–93, 93a, 96c–96d, 100–101, 101a, 102–103, 103a, 103c, SG•36, SG•41, 136c–136d, 136–137, 137a, 138–139, 139a, 141j–141k, 158c–158d, 166–167, 167a, 167c, 173a, 175j–175k, SG•68, SG•73, UR•9, UR•10, UR•12–UR•13, UR•18–UR•19, UR•22, UR•28–UR•29, UR•31, UR•48–UR•49, UR•50, UR•52</p>

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<p><b>(Continued)</b> 6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 210c, 211a, 228c, 228d, 228–229, 231a, 232–233, 233a, 236b, SG•24, SG•25, 263j, 265c, 266–267, 272–273, 273a, 276c, 276d, 276–277, 280–281, 281a, 284b, 284c, 287a, 289h, 289j, SG•50, SG•55, SG•57, SG•60, 298–299, 306c, 306d, 310–311, 314–315, 315a, 318a, 318c, 321j, SG•68, SG•73, UR•38, UR•39, UR•41, UR•42, UR•43, UR•48, UR•49, UR•53 <b>TE 6:</b> 350c, 351a, 368c, 368d, 369a, 374–375, 376–377, 377a, 380c, SG•20, SG•25, SG•30, 412c, 413a, 417j, SG•37, SG•42, 419c, 420–421, 430–431, 432c, 432d, 434–435, 436–437, 437a, 440–441, 441a, 444c, 447a, SG•62, 451c, 452–453, 456–457, 457a, 458–459, 460c, 460d, 460–461, 464–465, 465a, 468c, 469a, 471a, 473a, 475h, 475i, UR•49</p>



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<p>6.RN.2.3: 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>	<p><b>SE 1:</b> 128, 164–167, 194, 224  <b>SE 2:</b> 44–47, 84–85, 170–173, 266–267, 318–319</p> <p><b>TE 1:</b> 44–45, 45a, 76c–76d, SG•20–SG•21, SG•26, SG•28, SG•56–SG•57, 148–149, 149a, 152–153, 153a, 154–155, 155a, 156–157, 158–159, 164c, 164–165, 165a, 166–167, 167a, SG•67, SG•71, SG•76–SG•77, UR•41, UR•42–UR•43</p> <p><b>TE 2:</b> 186–187, 187a, 198c–198d, SG•3, SG•7, SG•8, SG•13, SG•14, 210–211, 211a, 214–215, 215a, 216–217, 217a, 218–219, 219a, 222–223, 223a, 228c–228d, SG•18–SG•19, SG•20, SG•24–SG•25, SG•30, 250–251, 251a, SG•46, SG•67, SG•72–SG•73</p> <p><b>TE 3:</b> 354c–354d, 359l–359m, SG•2, SG•5, SG•7, 368–369, 369a, 370–371, 371a, 374–375, 375a, 378–379, 379a, SG•18–SG•19, SG•28–SG•29, SG•30, 398–399, 399a, 400–401, 401a, 402–403, 404c, 404–405, 408–409, 409a, 411a, 419h, 419l–419m, SG•46, UR•22, UR•29, UR•31, UR•32–UR•33</p> <p><b>TE 4:</b> 28–29, 29a, 32–33, 34–35, 35a, 36–37, 37a, 38–39, 39a, 44–45, 45a, 46–47, 47a, SG•2–SG•3, SG•4, SG•9, SG•12–SG•13, 58–59, 59a, SG•24–SG•25, SG•30–SG•31, 83c, 84–85, 86d, 90–91, 91a, 96c, 98–99, 109h–109i, 109l–109m, SG•35, SG•40–SG•41, SG•45, SG•50, SG•55, SG•60, 152–153, 153a, 162–163, 163a, 170c–170d, 170–171, 171a, 172–173, 173a, SG•66–SG•67, SG•70, SG•77, UR•12, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52</p> <p><b>TE 5:</b> 211a, 222–223, SG•19, SG•29, 265c, 266–267, 271a, 274–275, SG•51, SG•56, SG•61, SG•62, SG•63, 304–305, 312–313, 313a, 318c, 318–319, 319a, SG•76, SG•77, SG•78, UR•19, UR•21, UR•39</p> <p><b>TE 6:</b> SG•5, 364–365, 365a, 366–367, 367a, 368–369, 369a, SG•18, SG•23, SG•28, SG•51, SG•56, SG•61, 460–461, 461a, 471a, SG•67, SG•72, UR•22, UR•32, UR•33, UR•49</p>

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<p><b>RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message</b></p>	
<p>6.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 3:</b> 391c, 392–393, 410–411 <b>TE 4:</b> 51c, 52–53, 62–63</p>
<p>6.RN.3.2: 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>	<p><b>SE 1:</b> 164–167, 234–235 <b>SE 2:</b> 22–23, 52–53, 144–145, 210, 216–217, 356–357, 388–389</p> <p><b>TE 1:</b> 107l–107m, 109c, 122c, 126–127, 152c–152d, 157a, 158–159, 164–165, 165a <b>TE 2:</b> 184–185, 185a., 198c–198d, 198–199, 199a, SG•3, SG•4, SG•13, 206d, 212–213, 213a, 214–215, 215a, 228c–228d, 228–229, 229a, 231i, SG•30–SG•31, 233c, 234–235, 236d, 240–241, 241a, 242–243, 243a, 246c, 246–247, 247a, 252–253, 253a, 254–255, 255a, 265h–265i, SG•36, 295l–295m, SG•50, SG•55, SG•60, SG•67, SG•72–SG•73, UR•28–UR•29, UR•32, UR•48–UR•49, UR•51 <b>TE 3:</b> 356–357, 357a, SG•15, 367a, 369–370, 372c, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, SG•20–SG•21, SG•24–SG•25, SG•30, 396–397, 400–401, 402–403, 404c, 406–407, 407a, SG•35, SG•40–SG•41, SG•45, UR•32–UR•33 <b>TE 4:</b> 21c, 26–27, 27a, 28–29, 29a, 36c, 36–37, 37a, 44c–44d, 46–47, 47a, 49h, 49l–49m, 51c, 52–53, 56–57, 57a, 58–59, 59a, 68–69, 74c–74d, 74–75, 75a, 76–77, 77a, 78–79, 79a, SG•19, SG•20–SG•21, SG•29, 83c, 86d, 88–89, 89a, 109h–109i, 109l–109m, SG•35, SG•45, 133c, 143c, 144–145, 160–161, SG•78, UR•22 <b>TE 5:</b> 210–211, 211a, 215c, 216–217, 220–221, 221a, 228–229, 229a, 230–231, 233c, SG•20, SG•30, 263l, 274–275, SG•52, SG•62, 302–303, 303a, 308–309, 309a, 321h, 321l, SG•67, SG•68, SG•73, SG•77, UR•49, UR•52 <b>TE 6:</b> 347c, 350c, 350d, 350–351, 351a, 355c, 356–357, 360–361, 361a, 381a, SG•20, SG•25, SG•30, 409b, 412c, 412d, 413a, 424–425, 425a, 428–429, 429a, 430–431, 431a, 438–439, 439a, 441c, SG•52, 456–457, 457a, 468c, SG•77</p>

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<p>6.RN.3.3: Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.</p>	<p><b>SE 1:</b> 132–134, 228–229 <b>SE 2:</b> 52–53, 144–145</p> <p><b>TE 1:</b> 44–45, 45a, 109c, 112d, 123a, 127a, 132c–132d, 132–133, 132a, 134–135, 135a, SG•53, SG•62, 152–153, 158–159, 167a, UR•41 <b>TE 2:</b> 214–215, 215a, 219a, 228–229, 229a, SG•31, 254–255, 255a, 260–261, 261a, 263a, 310c, SG•79, UR•19 <b>TE 3:</b> 355a, 359l–359m, 366–367, 372–373, 396–397, 397a, 417a, SG•46, 476c–476d, 476–477, 477a, SG•69, UR•29 <b>TE 4:</b> SG•14, 51c, 52–53, 59a, 61a, 62–63, 66–67, 67a, 70–71, 71a, 76–77, 77a, 81h, 81l–81m, SG•19, SG•20–SG•21, SG•29, 86d, 92–93, 93a, 100–101, SG•46, 136–137n, 137a, 143c, 150–151, 151a, 152–153, 154–155, 156–157, 158c, 160–161, 164–165, 165a, 175h, 175l–175m, UR•18–UR•19, UR•21, UR•22, UR•31, UR•48–UR•49, UR•51, UR•52 <b>TE 5:</b> SG•5, SG•52, SG•61, SG•62, SG•78, UR•51 <b>TE 6:</b> 350c, 358d, 385i, SG•30, 428–429, 430–431, 432–433, 433a, 439a, SG•50, SG•55, SG•60, SG•62, 454d, 458–459, 475i, SG•67, SG•68, SG•72, SG•73, SG•77, SG•78</p>
<p><b>RN.4: SYNTHESIS AND CONNECTION OF IDEAS</b> <b>Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas</b></p>	
<p>6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.</p>	<p><b>SE 1:</b> 110–111, 128, 132–134 <b>SE 2:</b> 216–217</p> <p><b>TE 1:</b> 109c, 110–111, 112d, 116–117, 117a, 118–119, 120–121, 124–125, 125a, 128–129, 129a, 132c–132d, 132–133, 133a, 134–135, 135a, 137h, 137i, 137l–137m, SG•52–SG•53, SG•61, SG•62–SG•63, 152c, 152–153, 154–155, 156–157, 157a, 169h, 169l–169m, UR•38–UR•39, UR•41, UR•42, UR•48–UR•49, UR•51, UR•52–UR•53 <b>TE 2:</b> 212–213, 213a, 222–223, 248–249, 252–253, SG•50, SG•55, SG•60, 306–307, 307a, 312–313, UR•33 <b>TE 3:</b> SG•2, SG•7, SG•18, SG•23, 476–477, 477a <b>TE 4:</b> 60–61, 64c, 64–65, 65a, 68–69, 77a, SG•24–SG•25, SG•30, SG•66–SG•67, SG•72, SG•76–SG•77, UR•18–UR•19, UR•21 <b>TE 5:</b> 215c, 216–217, 222–223, 226–227, 232–233, 239h, 239l, UR•18, UR•19, UR•39 <b>TE 6:</b> SG•18, SG•23, SG•50, SG•55, SG•60, SG•66, SG•68, SG•73, SG•78</p>

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<p>6.RN.4.2: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.</p>	<p><b>SE 1:</b> 201, 234–235, 389  <b>SE 2:</b> 49, 239, 356–357</p> <p><b>TE 1:</b> SG•10, SG•20–SG•21, SG•26, SG•30–SG•31, SG•78–SG•79  <b>TE 2:</b> 182–183, 183a, 192–193, 193a, 200–201, 201a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 214c–214d, 217a, 219a, 220–221, 221a, SG•27, 233c, 234–235, 240–241, 243a, 244–245, 246c, 246–247, 247a, 250–251, 251a, 252–253, 253a, 256–257, 257a, 257c, 260–261, 261a, 265h–265i, 265l–265m, SG•46–SG•47, 297c, 303a, 304–305, 305a, 312–313, 313a, 314–315, 323h, 323l–323m, SG•69, UR•18–UR•19, UR•28–UR•29, UR•31, UR•32, UR•48–UR•49, UR•51, UR•52  <b>TE 3:</b> 354c–354d, 354–355, 355a, 357a, SG•5, SG•11, 371a, 381c, 385a, 386–387, 387a, 388–389, 389a, SG•20–SG•21, SG•26–SG•27, 401a, 411b, 414c–414d, 416–417, 417a  <b>TE 4:</b> 26–27, 27a, 31a, 41c, 48–49, 49a, SG•5, SG•10–SG•11, 56–57, 57a, 71c, 81b, SG•26–SG•27, 88–89, 89a, 90–91, 94–95, 95a, 96d, 96–97, 97a, SG•36, SG•46, 133c, SG•53, SG•58–SG•59, SG•63, 148–149, 149a, 150–151, 156–157, 163a, 167c, 170–171, 171a, 175h, SG•69, SG•78, UR•19, UR•31, UR•49  <b>TE 5:</b> 207c, 226–227, 238–239, 239a, 257c, 270–271, 271a, 276c, 276d, 286–287, 287a, SG•53, SG•58, 296–297, 297a, 299a, 304–305, 306c, 306d, UR•39, UR•41  <b>TE 6:</b> 351a, SG•5, 355c, 356–357, 360–361, 361a, 362–363, 363a, 364–365, 366–367, 368c, 368d, 370–371, 372–373, 373a, 374–375, 377c, 380c, 381a, 383a, 385h, 385l, SG•26, 415a, SG•37, 425a, 435a, 438–439, 439a, 441c, 447a, SG•53, SG•58, SG•63, 456–457, 457a, 465c, 468c, 469a, 471a, 473a, SG•77, UR•18, UR•19, UR•21, UR•22, UR•23</p>

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<p>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</p>	<p><b>SE 1:</b> 135, 199, 320  <b>SE 2:</b> 173, 318–319</p> <p><b>TE 2:</b> 190c, 192–193, 199a, 254–255, SG•42, 314–315, 320–321, 321a, SG•74, UR•11, UR•23  <b>TE 3:</b> 387a, 408–409  <b>TE 4:</b> 38–39, 68–69, 100–101, 164–165  <b>TE 5:</b> 211a, 230–231, 278–279, 312–313, 318–319, 319a  <b>TE 6:</b> 374–375, 431a, 438–439, 462–463, UR•39</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 20–21, 24–25  <b>Unit 2:</b> 40–41, 44–45, 48–49, 58–59, 60–61, 62–65  <b>Unit 3:</b> 76–77, 80–81  <b>Unit 4:</b> 104–105, 108–109, 120–121, 126–129  <b>Unit 5:</b> 148–149, 158–161  <b>Unit 6:</b> 172–173, 184–185</p>

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<p><b>READING: Vocabulary</b></p>	
<p><b>RV.1: LEARNING OUTCOME FOR READING VOCABULARY</b></p>	
<p><b>Acquire, refine, and apply vocabulary using various strategies and sources</b></p>	
<p>6.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>TE 1:</b> 112c–112d, 150–151, SG•74–SG•75, UR•32–UR•33, UR•40–UR•41, UR•50–UR•51  <b>TE 2:</b> 180a–180b, 183a, 186–187, 187a, 188–189, 190a–190b, 192–193, 193a, SG•8, 206b, 211a, 214a–214b, 216–217, 217a, 220–221, 221a, SG•20–SG•21, 236a–236b, 242–243, 243a, 244–245, 246a–246b, 300a–300b, 304–305, 310a–310b, 310–311, 311a, SG•74, UR•10–UR•11, UR•13, UR•20–UR•21, UR•30–UR•31, UR•33, UR•50–UR•51  <b>TE 3:</b> 334a–334b, SG•10, 364a–364b, 364c–364d, 368–369, 369a, 372a–372b, SG•36, 394a–394b, 399a, 404a–404b, 404–405, 405a, SG•74, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33  <b>TE 4:</b> 24e, 27a, 32–33, 33a, 36a–36b, SG•8–SG•9, SG•10, 54a–54b, 54e, 61a, 64a–64b, 75a, SG•20–SG•21, SG•26, 86a–86b, 86e, 96a–96b, 96–97, 97a, 99a, SG•58, 146c–146d, 175h–175i, SG•74, UR•10–UR•11, UR•13, UR•20–UR•21, UR•30–UR•31, UR•50–UR•51  <b>TE 5:</b> SG•10, 218a, 218b, 218e, 223a, 224–225, 225a, 228a, 268a, 277a, 278–279, SG•56, SG•57, SG•58, 300–301, 306–307, SG•74, UR•20, UR•21, UR•40, UR•41, UR•43, UR•49, UR•50, UR•51, UR•52, UR•53  <b>TE 6:</b> 332a, 332b, 332c, 332d, 332e, SG•10, 365a, 368–369, 369a, SG•26, SG•42, 422d, 422e, 426–427, 427a, 428–429, 429a, 432a, 432–433, 449h, 449i, SG•58, 454e, 462–463, 463a, UR•20, UR•21, UR•23, UR•33, UR•40, UR•41, UR•50, UR•51, UR•53</p>

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<p><b>RV.2: VOCABULARY BUILDING</b> <b>Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships</b></p>	
<p>6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.</p>	<p><b>SE 1:</b> 84–85, 106, 112–113, 136, 142–143, 168, 180–181, 200, 236–237, 264, 270–271, 294, 300–301, 334–335, 358, 364–365, 388, 394–395, 418, 424–425, 446, 452–453, 478  <b>SE 2:</b> 24–25, 48, 86–87, 108, 114–115, 140, 186–187, 212, 218–219, 238, 244–245, 262, 268–269, 288, 294, 320, 332–333, 352, 358–359, 384, 390–391, 416, 454–455, 474</p> <p><b>TE 1:</b> 24c, 26–27, 27a, 30–31, 31a, 33a, 44a–44b, 62–63, 65a, 76a–76b, SG•20, 84e, 84–85, 90–91, 91a, 94a–94b, 104a–104b, 106–107, 107h, SG•36, 112a–112b, 112e, 112–113, 122a–122b, 122–123, 122a, 132a, 136–137, 137a, 137h–137i, SG•52, SG•57, SG•62, 142a–142b, 142c, 142e, 142–143, 152a–152b, 168–169, 169a, 169h–169i, SG•68, SG•72–SG•73, SG•78, UR•30–UR•31, UR•33  <b>TE 2:</b> 180a–180b, 180e, 180–181, 190a–190b, 198a–198b, 200–201, 201a, SG•4, SG•10, SG•14, 206a–206b, 214a–214b, 221a, 228a–228b, SG•20, SG•24–SG•25, SG•30, 236a–236b, 236e, 236–237, 242–243, 244–245, 246a–246b, 247a, 248–249, 252–253, 254–255, 260a–260b, 264–265, 265a, 265h, SG•36, SG•41, SG•42, SG•46, 270–271, 270e, 282a–282b, 282–283, 283a, 294–295, 295a, 295h, SG•52, SG•56–SG•57, SG•62, 300a–300b, 300–301, 304–305, 310a–310b, 315a, 320a–320b, UR•11, UR•10, UR•12, UR•43  <b>TE 3:</b> 334a–334b, 334e, 334–335, 340–341, 346a–346b, 354a–354b, 358–359, 359a, 359h, SG•4, SG•8–SG•9, SG•14, 364a–364b, 364e, 389a, 389h–389i, SG•20, SG•24–SG•25, SG•30, 394e, 394–395, 404a–404b, 404–405, 405a, 418–419, 419a, 419h, SG•36, SG•40–SG•41, SG•46, 424a–424b, 424c, 424e, 424–425, 427a, 428–429, 434a–434b, 434–435, 435a, 444a–444b, 445a, 447a, 447h–447i, SG•52, SG•55, SG•56–SG•57, SG•62, 452a–452b, 452e, 452–453, 455a, 460–461, 476a–476b, 478–479, 479a, 479h, SG•68, SG•72–SG•73, SG•78, UR•30–UR•31, UR•33, UR•50–UR•51</p>

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<p><b>(Continued)</b> 6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 24e, 24–25, 27a, 32–33, 33a, 44a–44b, 45a, 48–49, 49a, 49h, SG•4, SG•9, SG•14, 67a, 74a–74b, 75a, 81a, 81h, SG•20, SG•24, SG•30, 86a–86b, 89a, 96c, 96–97, 97a, 99a, 106a–106b, 108–109, 109a, 109h, SG•36, SG•41, 114a–114b, 114e, 114–115, 117a, 120–121, 121a, 122–123, 123a, 140–141, 141a, 141h, SG•52, SG•56, SG•62, 146a–146b, 146e, 156–157, 158a–158b, 158–159, SG•68, SG•73, SG•78, UR•10–UR•11, UR•13, UR•20, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43 <b>TE 5:</b> 186a, 186b, 186e, 186–187, 189a, 200–201, 201a, 210a, 210b, 213a, 213h, SG•4, SG•9, SG•14, 218e, 218–219, 221a, 223a, 224–225, 225a, 228c, 238–239, 239a, 239h, SG•20, SG•25, SG•30, 244e, 244–245, 247a, 253a, 260a, 262–263, 263a, 263h, SG•36, SG•41, SG•46, 268e, 268–269, 271a, 277a, 278–279, 284a, 288–289, 289a, 289h, SG•52, SG•57, SG•62, 294e, 294–295, 298–299, 299a, 300–301, 303a, 311a, 318a, 320–321, 321a, 321h, SG•68, SG•73, SG•74, SG•78, UR•10, UR•11, UR•13, UR•20, UR•21, UR•23, UR•30, UR•31, UR•40, UR•41, UR•43, UR•53 <b>TE 6:</b> 332e, 350a, 352–353, 353a, SG•4, SG•9, SG•14, 358e, 358–359, 361a, 368–369, 369a, 384–385, 385a, 385h, SG•20, SG•25, SG•30, 390d, 390–391, 393a, 396–397, 397a, 398–399, 399a, 412a, 416–417, 417a, 417h, SG•36, SG•41, SG•46, 422e, 432–433, 436–437, 444a, 449a, 449h, SG•52, SG•57, SG•62, 454e, 454–455, 457a, 460c, 461a, 462–463, 468a, 474–475, 475a, 475h, SG•68, SG•73, SG•78, UR•20, UR•21, UR•23, UR•30, UR•31</p>
<p>6.RV.2.2: Use the relationship between particular words (e.g., <i>cause/effect</i>, <i>part/whole</i>, <i>item/category</i>) to better understand each of the words.</p>	<p><b>SE 1:</b> 452–453, 478 <b>SE 2:</b> 114–115, 140, 218–219, 238 <b>TE 1:</b> 49h, 169h <b>TE 2:</b> 214a <b>TE 3:</b> 394e, 404–405, 405a, 419a, 419h, 452e, 460–461, 479a, 479h <b>TE 4:</b> 44–45, 45a, 126a, UR•8–UR•9, UR•12–UR•13 <b>TE 5:</b> 186e, 189a, 200–201, 201a, 213a, 213h, 244e, 247a, 253a, 263a, 263h, 294d, UR•10, UR•11, UR•13, UR•43 <b>TE 6:</b> 454e, 462–463, 475a, 475h</p>



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<p>6.RV.2.3: Distinguish among the connotations of words with similar denotations.</p>	<p><b>SE 1:</b> 394–395, 418 <b>SE 2:</b> 244–245, 262, 454–455, 474</p> <p><b>TE 1:</b> 24e, 30–31, 49h, 54c, 79h, 79i, UR•10–UR•11, UR•13 <b>TE 2:</b> 270c, 295i, SG•62 <b>TE 3:</b> 334c, SG•12, 394e, 394–395, 418–419, 419a, SG•60, SG•77, UR•30, UR•33 <b>TE 4:</b> 64a–64b, 146c, 175i, SG•28, SG•44, SG•60, SG•76 <b>TE 5:</b> SG•12, SG•28, 244e, 244–245, 262–263, 263a, 268c, 289i, UR•43, SG•76, UR•30, UR•31, UR•33 <b>TE 6:</b> SG•12, SG•28, 454c, 454e, 454–455, 474–475, 475a, 475h, 475i, UR•50, UR•51, UR•53</p>
<p>6.RV.2.4: 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>).</p>	<p><b>SE 1:</b> 54–55, 78, 142, 168, 180–181, 200, 300–301, 322 <b>SE 2:</b> 146, 174, 332, 352</p> <p><b>TE 1:</b> 54e, 54–55, 57a, 58–59, 59a, 63a, 65a, 66–67, 78–79, 79a, 79h, 112c–112d, 112e, 137i, 142e, 142–143, 168–169, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53 <b>TE 2:</b> 180c, 180e, 180–181, 183a, 188–189, 189a, 200–201, 201a, 201h, 205c, 206c, 206e, 213c, 214a, 216–217, 217a, 231a, 231h–231i, 260a, 299c, 300c, 300e, 300–301, 308–309, 310–311, 311a, 322–323, 323a, 323h–323i, UR•13, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53 <b>TE 3:</b> 334c, 364c–364d, 364e, 367a, 372–373, 376–377, 377a, 384a, 389a, 389h–389i, 394c, 419i, 424e, 427a, 434–435, 435a, 447a, 447h, 452c–452d, 479i, UR•23, UR•40–UR•41, UR•42–UR•43 <b>TE 4:</b> 23c, 35c, 54c, 81i, 109h, 114c, 141i, 146e, 146–147, 154–155, 158–159, 159a, 170a, 174–175, 175a, 175h, UR•50–UR•51, UR•53 <b>TE 5:</b> 186c, 213i, 244c, 263i, 294c, 321i <b>TE 6:</b> 332c, 332e, 332–333, 342–343, 343a, 352–353, 353a, 353h, 353i, 358c, 361a, 368a, 385i, 417i, 449a, UR•10, UR•13</p>

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<p>6.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p>	<p><b>SE 1:</b> 24–25, 48, 236–237, 264  <b>SE 2:</b> 54–55, 80, 186–187, 212, 294–295, 320, 358–359, 384, 422–423, 448</p> <p><b>TE 1:</b> 24c, 24e, 24–25, 30–31, 31a, 48–49, 49a, 49h, 67a, 73c, 76a, SG•20, 107i, 107p, SG•36, SG•40, 122a, SG•52, SG•56, 142c, SG•68, UR•10–UR•11, UR•20, UR•10–UR•11  <b>TE 2:</b> 180c, 180e, 188–189, 198a, 206c, 206e, 214a, 231a, 236c, 236e, 239a, 242–243, 243a, 247a, 248–249, 249a, 252–253, 265a, 270c, 287c, SG•52, SG•57, UR•12, UR•21, UR•31, UR•33  <b>TE 3:</b> SG•9, 424c, SG•68, SG•72, UR•21  <b>TE 4:</b> 24c, 49i, 54e, 54–55, 64–65, 65a, 75a, 80–81, 81h, 106a, 114e, UR•20–UR•21, UR•23, UR•41  <b>TE 5:</b> 186e, 186–187, 218c, 218e, 224–225, 225a, 233e, 239i, 294e, 294–295, 297a, 300–301, 301a, 306–307, 307a, 311a, 320–321, 321a, SG•74, UR•50, UR•51  <b>TE 6:</b> 340–341, 358c, 358e, 380a, 384–385, 385a, 422c, 422e, 425a, 434–435, 435a, 449a</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
to the Indiana Academic Standards English/Language Arts, Grade 6**

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<p><b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>  <b>Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b></p>	
<p>6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>SE 1:</b> 54–55, 78, 324</p> <p><b>TE 1:</b> 24a–24b, 30–31, 31a, 33a, 34–35, 54a–54b, 54c, 54e, 56–57, 57a, 62–63, 63a, 69a, SG•4, SG•14, SG•18, SG•22–SG•23, SG•24–SG•25, SG•28, 84a–84b, 84c–84d, 89a, 90–91, 91a, 94a–94b, 96–97, 97a, 99a, 107h–107i, SG•46, 137h–137i, 142a–142b, 170–171, 171a, 172–173, 173a, UR•30–UR•31</p> <p><b>TE 2:</b> 270a–270b, 274–275, 275a, 278–279, 279a, 280–281, 282a–282–283, 283a, 291a, 324–325, SG•58, SG•66–SG•67, SG•71, SG•76–SG•77, UR•38–UR•39, UR•40–UR•41</p> <p><b>TE 3:</b> 338–339, 339a, 346a–346b, 424a–424b, 424c, 428–429, 433d, 434a–434b, 434–435, 435a, 445a, 447h–447i, SG•58, 452a–452b, 480–481, 481a, 483a, SG•66–SG•67, SG•68, UR•8, UR•10–UR•11, UR•12–UR•13, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•53</p> <p><b>TE 4:</b> 24a–24b, SG•36–SG•37, SG•42, 122–123, 123a, 120–121, 121a, 176–177, 177a, UR•33, UR•40–UR•41, UR•43</p> <p><b>TE 5:</b> 186e, 195a, SG•4, SG•9, 236c, 236d, 236–237, 237a, SG•26, 244d, 249a, 252a, 261a, 263i, SG•35, SG•36, SG•40, SG•41, SG•42, SG•45, SG•46, 294a, 322–323, UR•10, UR•11, UR•30, UR•31</p> <p><b>TE 6:</b> 335a, 339a, 340–341, 342a, 342b, 342–343, 343a, 353h, 353i, SG•2, SG•7, SG•12, 390c, 396–397, 397a, 398–399, 399a, 400–401, 402–403, 403a, 406–407, 417h, UR•13, UR•30, UR•31, UR•42, UR•43</p>

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<p>6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.</p>	<p><b>TE 1:</b> 112c–112d, 150–151, SG•74–SG•75, UR•32–UR•33, UR•40–UR•41, UR•50–UR•51  <b>TE 2:</b> 180a–180b, 183a, 186–187, 187a, 188–189, 190a–190b, 192–193, 193a, SG•8, 206b, 211a, 214a–214b, 216–217, 217a, 220–221, 221a, SG•20–SG•21, 236a–236b, 242–243, 243a, 244–245, 246a–246b, 300a–300b, 304–305, 310a–310b, 310–311, 311a, SG•74, UR•10–UR•11, UR•13, UR•20–UR•21, UR•30–UR•31, UR•33, UR•50–UR•51  <b>TE 3:</b> 334a–334b, SG•10, 364a–364b, 364c–364d, 368–369, 369a, 372a–372b, SG•36, 394a–394b, 399a, 404a–404b, 404–405, 405a, SG•74, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33  <b>TE 4:</b> 24e, 27a, 32–33, 33a, 36a–36b, SG•8–SG•9, SG•10, 54a–54b, 54e, 61a, 64a–64b, 75a, SG•20–SG•21, SG•26, 86a–86b, 86e, 96a–96b, 96–97, 97a, 99a, SG•58, 146c–146d, 175h–175i, SG•74, UR•10–UR•11, UR•13, UR•20–UR•21, UR•30–UR•31, UR•50–UR•51  <b>TE 5:</b> SG•10, 218a, 218b, 218e, 223a, 224–225, 225a, 228a, 268a, 277a, 278–279, SG•56, SG•57, SG•58, 300–301, 306–307, SG•74, UR•20, UR•21, UR•40, UR•41, UR•43, UR•49, UR•50, UR•51, UR•52, UR•53  <b>TE 6:</b> 332a, 332b, 332c, 332d, 332e, SG•10, 365a, 368–369, 369a, SG•26, SG•42, 422d, 422e, 426–427, 427a, 428–429, 429a, 432a, 432–433, 449h, 449i, SG•58, 454e, 462–463, 463a, UR•20, UR•21, UR•23, UR•33, UR•40, UR•41, UR•50, UR•51, UR•53</p>
<p>6.RV.3.3: Interpret figures of speech (e.g., <i>personification</i>) in context.</p>	<p><b>TE 1:</b> 112a, 170–171, 171a  <b>TE 2:</b> 274–275, 275a, 280–281, 282–283, 290a  <b>TE 3:</b> 335d, 337a, 349a, 359i, 369a, 372a, 389i, 394d, 399a, 419i, 434a, 452a  <b>TE 4:</b> 24d, 49i, 146d, 159a, 175i  <b>TE 5:</b> 228–229, 236–237, 237a, SG•32, 248–249, 249a, SG•35, SG•40, SG•45, 325a  <b>TE 6:</b> 332d, 342a, 353i, 402a, 405a, 462–463</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<p><b>WRITING</b></p>	
<p><b>W.1: LEARNING OUTCOME FOR WRITING</b></p>	
<p><b>Write effectively for a variety of tasks, purposes, and audiences</b></p>	
<p>6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p><b>SE 1:</b> 42–43, 74–75, 102–103, 130–131, 162–163, 196–197, 226–227, 258–259, 288–289, 318–319, 352–353, 382–383, 412–413, 442–443, 474–475</p> <p><b>SE 2:</b> 42–43, 72–73, 104–105, 134–135, 168–169, 208–209, 234–235, 258–259, 282–283, 318–317, 348–349, 378–379, 410–411, 442–443, 466–467</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 40–41, 42–43, 43a, 49d–49e, 49p–49q, 53e–53f, 63e, 79d–79e, 103b–103c, 107d–107e, 137e, 169d–169e, WP•2–WP•3, WP•8–WP•9</p> <p><b>TE 2:</b> 179f, 189d–189e, 197b–197c, 201d–201e, 201p–201q, 213d–213e, 227b–227c, 229a, 231d–231e, 231p–231q, 235e–235f, 245d–245e, 259b–259c, 264d–265e, 265p–265q, 281d–281e, 295b, 295d–295e, 295p–295q, 309e, 319b–319c, 323b, 323d–323e, 323p–323q, WP•2–WP•3, WP•8–WP•9</p> <p><b>TE 3:</b> 333e–333f, 345d–345e, 353b–353c, 359d–359e, 359p–359q, 363e–363f, 371d–371e, 383b–383c, 389d–389e, 389p–389q, 393e–393f, 403d–403e, 413b–413c, 419d–419e, 419p–419q, 423e–423f, 433d–433e, 443b–443c, 447d–447e, 447p–447q, 451e–451f, 461d–461e, 475b–475c, 479d–479e, 479p–479q, WP•2–WP•3, WP•8–WP•9, WP•10</p> <p><b>TE 4:</b> 23e–23f, 35d–35e, 43b–43c, 49d–49e, 49p–49q, 53e–53f, 63d–63e, 73b–73c, 81d–81e, 81p–81q, 85e–85f, 95d–95e, 105b–105c, 109d–109e, 109p–109q, 113e–113f, 125d–125e, 134–135, 135a, 135b–135c, 141d–141e, 141p–141q, 175d–175e, 175p–175q, WP•2–WP•3</p> <p><b>TE 5:</b> 199e, 213e, SG•6, SG•11, 227d, 227e, 235b, 235c, 239b, 239d, 239e, 239p, 239q, 243e, 243f, 251d, 251e, 259b, 259c, 263d, 263e, 263p, 263q, SG•38, SG•43, SG•48, 267e, 267f, 275d, 275e, 283c, 289e, 289q, SG•54, SG•59, SG•64, 293f, 305e, 317c, 319a, 321e, 321q, WP•2, WP•3, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p><b>TE 6:</b> 331f, 341e, 349c, 353b, 353e, 353q, 357f, 367e, 379c, 385e, 385q, 389f, 401e, 411c, 417e, 417p, 421f, 431e, 443c, 449e, 449q, 459e, 475e, 475q, 479a, WP•2, WP•3</p>

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<p><b>(Continued)</b> 6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p><b>(Continued)</b> <b>Writing to Sources:</b> <b>Unit 1:</b> 30–33 <b>Unit 2:</b> 62–65, 202–203 <b>Unit 3:</b> 94–97, 204–205, 216–217, 224–225 <b>Unit 4:</b> 126–129 <b>Unit 5:</b> 158–161 <b>Unit 6:</b> 190–193</p>
<p><b>W.2: HANDWRITING</b> <b>Demonstrate the ability to write legibly</b></p>	
<p>6.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 23d, 53d, 83d <b>TE 2:</b> 235d, 269d, 299d</p>
<p><b>W.3: WRITING GENRES:</b> <b>Develop and refine writing skills by writing for different purposes and to specific audiences or people</b></p>	
<p><b>ARGUMENTATIVE</b></p>	
<p>6.W.3.1: Write arguments in a variety of forms that –</p>	<p><b>SE 2:</b> 208–209, 234–235, 466–467</p> <p><b>TE 1:</b> SG•64, SG•54–SG•55, SG•58–SG•59, SG•64 <b>TE 2:</b> 179e–179f, 189d, 196–197, 197a, SG•54–SG•55, SG•58–SG•59, SG•64, 309d–309e, 318–319, 319a, 323d <b>TE 3:</b> SG•34, SG•38, SG•43, SG•44, SG•48, 445a, SG•70, SG•75, SG•80 <b>TE 4:</b> 81a <b>TE 5:</b> 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 217f, 227d, 227e, 234–235, 235a, 235b, 239d, WP•2, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8 <b>TE 6:</b> SG•22, SG•27, SG•32, 453e, 453f, 459d, 466–467, 467b, 475d, 475p</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199, 210–211 <b>Unit 2:</b> 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–65, 66–67, 202–203 <b>Unit 3:</b> 204–205, 216–217 <b>Unit 4:</b> 200–201, 212–213, 214–215 <b>Unit 5:</b> 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 206–207, 218–219 <b>Unit 6:</b> 208–209</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<ul style="list-style-type: none"> <li>• Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> </ul>	<p><b>SE 1:</b> 196 <b>SE 2:</b> 234–235, 466–467</p> <p><b>TE 2:</b> 179e–179f, 189d, 196–197, 197a, 197b–197c, 201d–201e, 299e–299f, 309e, 318–319, 319a, 319b, 323d <b>TE 3:</b> SG•70, SG•75, SG•80 <b>TE 4:</b> 81a <b>TE 5:</b> 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 227e, 234–235, 235a, 235b, 235c, 239d, 321a, WP•2, WP•3, WP•5, WP•6, WP•8 <b>TE 6:</b> SG•22, SG•27, SG•32, 453e, 453f, 459d, 466–467, 475d</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 42–43, 46–47, 48–49, 50–51, 54–55, 58–59, 62–65, 66–67 <b>Unit 5:</b> 134–135, 136–137, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 154–155, 158–161, 162–163</p>
<ul style="list-style-type: none"> <li>• Use an organizational structure to group related ideas that support the argument.</li> </ul>	<p><b>SE 2:</b> 234–235</p> <p><b>TE 1:</b> 196–197 <b>TE 2:</b> 201d, 235b, 299e–299f, 309e, 318–319, 319a, 319b, 323d <b>TE 4:</b> 81a <b>TE 5:</b> 185e–185f, 199d, 209a, 213d, 217e–217f, 227e, 234–235, 235a, 321, 321a, WP•1, WP•2, WP•4, WP•5, WP•6, WP•8 <b>TE 6:</b> SG•22, SG•27, SG•32, 453f, 459d, 467a</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 45, 49, 53, 57, 58, 65, 66 <b>Unit 5:</b> 137, 141, 145, 149, 153, 154, 161, 162</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<ul style="list-style-type: none"> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> </ul>	<p><b>SE 1:</b> 130–131 <b>SE 2:</b> 208–209, 234–235</p> <p><b>TE 1:</b> 121d–121e, 130–131, 131a, 131b, SG•54–SG•55, SG•58–SG•59, SG•64 <b>TE 2:</b> 196–197, 197a, 197b–197c, 201d–201e, SG•54–SG•55, SG•59, SG•64299e–299f, 309e, 318–319, 319a, 323b <b>TE 3:</b> SG•70, SG•75, SG•80 <b>TE 4:</b> 81a <b>TE 5:</b> 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 217f, 227e, 234–235, 235a, 235b, 239d, 321a, WP•5, WP•6, WP•8 <b>TE 6:</b> SG•22, SG•27, SG•32, 453e, 453f, 459d, 475d</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 62–65, 66–67, 202–203 <b>Unit 5:</b> 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163</p>
<ul style="list-style-type: none"> <li>Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> </ul>	<p><b>SE 1:</b> 196–197, 318–319 <b>SE 2:</b> 234–235, 466–467</p> <p><b>TE 3:</b> SG•38, SG•43, SG•48 <b>TE 5:</b> 217e, 217f, 227e, 234–235, 235a, 235b, 239d, WP•5, WP•8 <b>TE 6:</b> 453e, 453f, 466–467, 475d, SG•22, SG•27, SG•32</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 56–57, 58–59, 66–67 <b>Unit 5:</b> 148–149, 154–155, 162–163</p>
<ul style="list-style-type: none"> <li>Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> </ul>	<p><b>SE 2:</b> 234–235, 466–467</p> <p><b>TE 2:</b> 197b–197c, 299e–299f, 309e, 318–319, 319a, 319b <b>TE 3:</b> SG•38, SG•43, SG•48 <b>TE 4:</b> 81a <b>TE 5:</b> 185e, 185f, 209a, 209b, 213d, 217e, 234–235, 235a, 235b, 321a, WP•6, WP•7, WP•8 <b>TE 6:</b> SG•22, SG•27, SG•32, 453e, 459d, 459e, 466–467, 475d, 475p</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 38–39, 42–43, 46–47, 50–51, 54–55, 58–59, 66–67 <b>Unit 5:</b> 138–139, 142–143, 144–145, 146–147, 154–155, 162–163</p>



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<ul style="list-style-type: none"> <li>• Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p><b>SE 1:</b> 130–131  <b>SE 2:</b> 208–209, 234–235</p> <p><b>TE 1:</b> 121d–121e, 130–131, 131a  <b>TE 2:</b> 201d, 299f  <b>TE 3:</b> SG•75  <b>TE 4:</b> 81e  <b>TE 5:</b> 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 234–235, 235a, 235b, 321a, WP•8  <b>TE 6:</b> SG•22, SG•27, SG•32, 453e, 475d</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 58–59  <b>Unit 5:</b> 134–135, 136–137, 148–149, 150–151, 154–155</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<p><b>INFORMATIVE</b></p>	
<p>6.W.3.2: Write informative compositions on a variety of topics that –</p>	<p><b>SE 1:</b> 130–131, 352–353, 382–383, 412–413  <b>SE 2:</b> 168–169, 208–209, 282–283, 316–317, 378–379, 442–443</p> <p><b>TE 1:</b> SG•6, SG•11, SG•16, SG•22–SG•23, SG•26–SG•27, SG•32, SG•38–SG•39, SG•43, SG•48, 121d–121e, 130–131, 131a, 131b, 137d  <b>TE 2:</b> SG•6, SG•10, SG•16, WP•2–WP•3, WP•8–WP•9, WP•10  <b>TE 3:</b> SG•6, SG•11, SG•16, 333e–333f, 345d–345e, 351c, 352–353, 353a, 353b–353c, 359d–359c, 363e–363f, 371d–371e, 382–383, 383a, 383b, WP•2–WP•3, WP•8–WP•9  <b>TE 4:</b> SG•6–SG•7, SG•11, SG•16, SG•22–SG•23, SG•26, SG•32, 85e–85f, 95d–95e, 105b–105c, 141b, SG•54–SG•55, SG•58, SG•64, 145e–145f, 157d–157e, 168–169, 169a, 169b, SG•70, SG•74, SG•80  <b>TE 5:</b> 239b, SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 267e, 267f, 275d, 275e, 282–283, 283a, 283b, 289a, SG•54, SG•59, SG•64, 293e, 305d, 316–317, 317a, 317b, 321d, SG•70, SG•75, SG•80  <b>TE 6:</b> 357e, 379a, 421e, SG•38, SG•43, SG•48, 421f, 431d, 431e, 443a, 443b, 449d, 449e, SG•54, SG•59, SG•64, SG•70, SG•75, SG•80, WP•2, WP•3, WP•8, WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 220–221  <b>Unit 3:</b> 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 224–225  <b>Unit 5:</b> 226–227  <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p>

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to the Indiana Academic Standards English/Language Arts, Grade 6**

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<p>• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p>	<p><b>SE 1:</b> 130–131  <b>SE 2:</b> 168–169, 282–283, 316–317, 378–379, 442–443</p> <p><b>TE 1:</b> 121d–121e, 130–131, 131b  <b>TE 2:</b> WP•2–WP•3, WP•8–WP•9  <b>TE 3:</b> 333e–333f, 345d–345e, 352–353, 353a, 353b–353c, 371d–371e, 382–383, 383a, 383b, 441c, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8  <b>TE 4:</b> SG•6–SG•7, SG•11, SG•16, 85e–85f, 104–105, 105a, 105b, 145e–145f, 168–169, 169a  <b>TE 5:</b> 199d, 209a, 209b, 213b, 213d, SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 267e, 267f, 282–283, 283a, 283b, SG•54, SG•59, SG•64, 293e, 305d, 316–317, 317a, 317b, 321d, SG•70, SG•75, SG•80  <b>TE 6:</b> 357e, 357f, 367d, 367e, 379a, 379b, SG•38, SG•43, SG•48, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, SG•70, SG•75, SG•80, WP•2, WP•3, WP•4, WP•5, WP•6, WP•8, WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 70–71, 74–75, 78–79, 86–87, 90–91, 94–97, 98–99  <b>Unit 6:</b> 166–167, 168–169, 170–171, 174–175, 176–177, 178–179, 180–181, 182–183, 186–187, 190–193, 194–195</p>

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<p>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p>	<p><b>SE 1:</b> 352–353, 382–383  <b>SE 2:</b> 104–105, 168–169, 282–283, 316–317, 442–443</p> <p><b>TE 1:</b> 111e–111f  <b>TE 2:</b> SG•6, SG•11, SG•16, WP•4–WP•5, WP•6  <b>TE 3:</b> 333e–333f, 345d–345e, 351d, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, SG•6, SG•11, SG•16, 363e–363f, 371d–371e, 382–383, 383a, 383b, 441c, WP•4–WP•5  <b>TE 4:</b> SG•22, SG•27, SG•32, 95d–95e, 104–105, 105a, 105b, 145e–145f, 168–169, 169a, 169b–169c, SG•70, SG•74, SG•80  <b>TE 5:</b> 235a, 235b, SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 267e, 267f, 275e, 282–283, 283a, 283b, SG•54, SG•59, SG•64, 316–317, 317a, 317b  <b>TE 6:</b> 378–379, 379a, 379b, 389e, 389f, 401d, 401e, 411a, 411b, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, SG•54, SG•59, SG•64, SG•70, SG•75, SG•80, WP•4, WP•5, WP•6, WP7, WP•8</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99  <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p>
<p>• Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>SE 2:</b> 234–235, 466–467</p> <p><b>TE 1:</b> 47a  <b>TE 2:</b> WP•5, WP•6–WP•7, WP•8  <b>TE 3:</b> 359p–359q, 382–383, 383a, 383b, WP•2, WP•5, WP•6–WP•7, WP•8  <b>TE 4:</b> 105a, 105b  <b>TE 5:</b> 234–235, 235a, 293e, SG•28, 317a  <b>TE 6:</b> 417d, SG•38, SG•43, SG•48, 443a, 466–467, WP•6</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 74–75, 76–77, 78–79, 82–83, 90–91, 98–99  <b>Unit 6:</b> 172–173, 174–175, 186–187</p>

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<ul style="list-style-type: none"> <li>• Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> </ul>	<p><b>SE 2:</b> 282–283</p> <p><b>TE 3:</b> 441c</p> <p><b>TE 4:</b> SG•6, SG•11, SG•16</p> <p><b>TE 5:</b> SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 267e–267f, 282–283, SG•54, SG•59, SG•64, SG•70, SG•75, SG•80</p> <p><b>TE 6:</b> SG•38, SG•43, SG•48, 421e, SG•70, SG•75, SG•80</p>
<ul style="list-style-type: none"> <li>• Choose language and context-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<p><b>TE 1:</b> SG•38–SG•39, SG•43, SG•48</p> <p><b>TE 2:</b> SG•6, SG•16, WP•7, WP•8</p> <p><b>TE 3:</b> 345d–345e, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, 382–383, 383a, 383b, WP•5, WP•7, WP•8</p> <p><b>TE 4:</b> 85e–85f, 95d–95e, 105a, 105b–105c, 109d–109e, SG•54, SG•64, SG•70, SG•74, SG•80</p> <p><b>TE 5:</b> 275d, 283a, 283b, 289d, SG•54, SG•59, SG•64, 317a, 321d, SG•70, SG•75, SG•80</p> <p><b>TE 6:</b> 411a, 411b, 417d, 443a, SG•70, SG•75, SG•80, WP•6, WP•8</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 70–71, 78–79, 84–85, 86–87, 88–89, 90–91, 98–99  <b>Unit 6:</b> 166–167, 170–171, 172–173, 178–179, 180–181, 182–183, 184–185, 186–187, 194–195</p>
<ul style="list-style-type: none"> <li>• Establish and maintain a style appropriate to purpose and audience.</li> </ul>	<p><b>SE 1:</b> 130–131, 352–353, 382–383</p> <p><b>SE 2:</b> 168–169, 282–283, 316–317, 442–443</p> <p><b>TE 1:</b> 130–131, 131a</p> <p><b>TE 2:</b> WP•8–WP•9</p> <p><b>TE 3:</b> WP•8</p> <p><b>TE 4:</b> SG•54, SG•59, SG•64, 168–169, 169a</p> <p><b>TE 5:</b> SG•38, SG•43, SG•48, SG•54, SG•59, SG•64, 321d, SG•70, SG•75, SG•80</p> <p><b>TE 6:</b> 389e, 389f, 411b, WP•8</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 90–91, 98–99  <b>Unit 6:</b> 186–187</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<ul style="list-style-type: none"> <li>• Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<p><b>SE 2:</b> 316–317</p> <p><b>TE 1:</b> 111e–111f  <b>TE 2:</b> WP•4–WP•5, WP•6, WP•8  <b>TE 3:</b> 389d, WP•2, WP•10  <b>TE 5:</b> SG•22, SG•27, SG•32, 317a</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 90–91  <b>Unit 6:</b> 186–187</p>
<p><b>NARRATIVE</b></p> <p>6.W.3.3: Write narrative compositions in a variety of forms that –</p>	<p><b>SE 1:</b> 42–43, 162–163, 226–227, 288–289, 412–413, 474–475  <b>SE 2:</b> 72–73, 134–135, 258–259, 348–349</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 42–43, 43a, 43b–43c, 49d–49e, 83e–83f, 141e–141f, 151d–151e, SG•70, SG•74–SG•75, SG•80  <b>TE 2:</b> 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 235e–235f, 259b–259c, SG•38, SG•43, SG•48, 269e–269f, 281d–281e, 288–289, 289a, 289b–289c, 295d–295e, 295p–295q, SG•70, SG•75, SG•80  <b>TE 3:</b> 371d–371e, 382–383, 383a, 383b, SG•22, SG•26, SG•32, 393e–393f, 403d–403e, 412–413, 413a, 413b–413c, 419d–419e, 423e–423f, 433d–433e, 443b–443c, 447d–447e, SG•54, SG•58, SG•64, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c, 475d–475e  <b>TE 4:</b> 23e–23f, 35d–35e, 43b–43c, 49d–49e, 53e–53f, 63d–63e, 72–73, 73a, 73b–73c, 81d–81e, SG•38, SG•43, SG•48, 113e–113f, 134–135, 135a, 135b–135c, WP•2–WP•3  <b>TE 5:</b> SG•6, SG•11, SG•162, 43e, 243f, 251d, 251e, 258–259, 259a, 259b, 263a, 263d  <b>TE 6:</b> 331e, 331f, 341d, 341e, 349a, 349b, 353d, 353e, SG•6, SG•11, SG•16, 443a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–33, 34–35  <b>Unit 4:</b> 102–103, 103–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 130–131</p>

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<ul style="list-style-type: none"> <li>Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> </ul>	<p><b>SE 1:</b> 42–43, 162–163, 412–413, 474–475  <b>SE 2:</b> 42–43, 72–73, 134–135, 258–259</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 42–43, 43a, 141e–141f, 162–163, 163a, WP•2–WP•3, WP•4–WP•5, WP•8  <b>TE 2:</b> 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 269e–269f, 289a, 289b, 295d–295e, 295p–295q  <b>TE 3:</b> 393e–393f, 403d–403e, 412–413, 413a, 413b, 423e–423f, 433d–433e, 442–443, 443a, 443b–443c, SG•54, SG•58, SG•64, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c  <b>TE 4:</b> 23e, 35d–35e, 42–43, 43a, 53e–53f, 63d–63e, 72–73, 73a, 73b, 81d–81e, SG•38, SG•43, SG•48, 113e–113f, 125d–125e, 134–135, 135a, 135b, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9  <b>TE 5:</b> SG•6, SG•11, SG•16, 243e, 251d, 251e, 259a, 259b  <b>TE 6:</b> 341d, 341e, 349a, 349b, SG•6, SG•11, SG•16, 443a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 10–11, 14–15, 18–19, 22–23, 26–27, 30–33, 34–35  <b>Unit 4:</b> 102–103, 122–123, 126–129, 130–131</p>
<ul style="list-style-type: none"> <li>Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>	<p><b>SE 1:</b> 226, 442  <b>SE 2:</b> 72–73</p> <p><b>TE 1:</b> 23f, 31e, 43a, WP•5  <b>TE 2:</b> 205e, 213d–231e, 227a, 227b, 289a, 295d–295e, 295p–295q  <b>TE 3:</b> 393e, 403e, 412–413, 413a, 413b, 423e, 433e, 442–443, 443a, 443b, 451f, 461e, 475a, SG•54, 475a, 475b–475c  <b>TE 4:</b> 23e, 35e, 42–43, 43b, 49b, 53e–53f, 63d–63e, 72–73, 73a, 73b, 81d–81e, 125e, 135a, WP•5, WP•6–WP•7, WP•8–WP•9  <b>TE 5:</b> 259a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 11, 14–15, 18–19, 22–23, 25, 26–27, 33, 34  <b>Unit 4:</b> 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 122–123, 129, 130</p>

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<ul style="list-style-type: none"> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> </ul>	<p><b>SE 1:</b> 42–43, 162–163, 288–289, 442–443, 474–475  <b>SE 2:</b> 104–105, 134–135, 258–259, 348–349</p> <p><b>TE 1:</b> 43–43, 43a, 43b–43c, 49d, 93d–93e, 141e–141f, 162–163, 163a, WP•4–WP•5, WP•8  <b>TE 2:</b> 205e–205f, 213d–213e, 227b–227c, 231d–213e, 269e–269f, 288–289, 289a, 289b, 295d–295e, 295p–295q, SG•70, SG•75, SG•80  <b>TE 3:</b> 393e–393f, 413a, 413b, 419d–419e, 423e–423f, 433e, 442–443, 443a, 443b, 447d–447e, 474–475, 475a, 475b–475c  <b>TE 4:</b> 63d–63e, 72–73, 73a, 73b, 95d–95e, 104–105, 105a, 105b, SG•38, SG•43, SG•48, 113e–113f, 134–135, 135a, 135b, 141d–141e, WP•5, WP•6–WP•7, WP•8–WP•9  <b>TE 5:</b> SG•6, SG•11, SG•16, 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 259c, 263d  <b>TE 6:</b> 341d, 341e, 348–349, 349a, 349b</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 18–19, 20–21, 26–27, 30–33, 34–35  <b>Unit 4:</b> 102–103, 122–123, 126–129, 130–131</p>



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<p>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>SE 1:</b> 42–43, 102–103, 288–289, 474–475  <b>SE 2:</b> 42–43, 72–73, 258–259</p> <p><b>TE 1:</b> 23e–23f, 43a, 43b–43c, 49d, 83e–83f, 93d–93e, 102–103, 103a, 103b, 107d, 141e–141f, 173a, SG•70, SG•74–SG•75, SG•80, WP•4, WP•6–WP•7, WP•8  <b>TE 2:</b> 205e–205f, 226–227, 227a, 231d–231e, 259a, 265d–265e, SG•38, SG•43, SG•48, 281d–281e, 289a, 289b–289c, 295d–295e, 295p–295q, SG•70, SG•75, SG•80  <b>TE 3:</b> 382–383, 383a, 383b–383c, 389d–389e, SG•22, SG•26, SG•32, 413a, 413b, 419d–419e, 433d–433e, 443a, 443b, 447d–447e, SG•58, SG•64, 451e–451f, 461d–461e, 474–475, 476d, 475b–475c, 475d–475e, 483a  <b>TE 4:</b> 23e–23f, 35d, 42–43, 43a, 43b, 49d–49e, 63d–63e, 72–73, 73a, 73b, 85e–85f, 95d–95e, 104–105, 105a, 105b–105c, 109d–109e, 135a, 135b, 141d–141e, WP•5, WP•6–WP•7, WP•8–WP•9  <b>TE 5:</b> SG•6, SG•11, SG•16, 243e, 251e, 258–259, 259a, 259b, 263d  <b>TE 6:</b> 349a, 349b, 353d, SG•6, SG•11, SG•16</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 20–21, 22–23, 24–25, 26–27, 28–29, 30–33, 34–35  <b>Unit 4:</b> 122–123, 124–125, 130–131</p>
<p>● Provide an ending that follows from the narrated experiences or events.</p>	<p><b>SE 2:</b> 72–73</p> <p><b>TE 1:</b> WP•8  <b>TE 2:</b> 205e–205f, 227b–227c, 231d–231e, SG•38–SG•39, SG•43, SG•48, 289a  <b>TE 3:</b> 389d, 413a, 413b, 423e, 443b, 475a, 475b–475c  <b>TE 4:</b> 63d–63e, 72–73, 73a, 73b, 135a, 135b, WP•5, WP•8–WP•9  <b>TE 5:</b> 251e, 259a, 259b</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27  <b>Unit 4:</b> 122–123</p>

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<p><b>W.4: THE WRITING PROCESS</b> <b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b></p>	
<p>6.W.4: Apply the writing process to –</p>	<p><b>TE 1:</b> 41d, 49b, 49d–49e, 49p–49q, 63d–63e, 74–75, 75a, 75b, 79d–79e, 79p–79q, 101d, 102–103, 103a, 103b, 107d–107e, 129d, 137d–137e, 151d–151e, 163b, 169d–169e, 169p–169q, WP•2–WP•3, WP•4–WP•5, WP•7, WP•8–WP•9, WP•10</p> <p><b>TE 2:</b> 189d–189e, 201d–201e, 201p–201o, 245d–245e, 259a, 259b–259c, 265d–265e, 265p–265q, 295p–295q, 323d–323e, 323p–323q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 3:</b> 351d, 359p–359q, 371d–371e, 389d–389e, 403d–403e, 419d–419e, 443d–443e, 441c, 447d–447e, 447p–447q, 461d–461e, 479d–479e, 479p–479q, SG•78–SG•79, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 4:</b> 35d–35e, 49d–49e, 95d–95e, 109d–109e, 125d–125e, 141d–141e, 157d–157e, 175d–175e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p> <p><b>TE 5:</b> 199d, 227d, 227e, 239d, 239e, 239p, 251d, 251e, 263d, 263e, 275d, 275e, 289d, 289e, 305d, 305e, 321d, 321e, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p><b>TE 6:</b> 341d, 341e, 353d, 353e, 367d, 367e, 385d, 385e, 401d, 401e, 417d, 417e, 431d, 431e, 449d, 449e, 459d, 459e, WP•2, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30–33, 34–35, 198–199, 210–211, 220–221  <b>Unit 2:</b> 62–65, 66–67, 202–203, 222–223  <b>Unit 3:</b> 94–97, 98–99, 204–205, 216–217, 224–225  <b>Unit 4:</b> 124–129, 130–131, 200–201, 212–213, 214–215  <b>Unit 5:</b> 158–161, 162–163, 206–207, 218–219, 226–227  <b>Unit 6:</b> 190–193, 194–195, 208–209</p>

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to the Indiana Academic Standards English/Language Arts, Grade 6**

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<p>• Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<p><b>TE 1:</b> 41d, 49b, 49d–49e, 49p–49q, 63d–63e, 74–75, 75a, 75b, 79d–79e, 79p–79q, 101d, 102–103, 103a, 103b, 107d–107e, 129d, 137d–137e, 151d–151e, 163b, 169d–169e, 169p–169q, WP•2–WP•3, WP•4–WP•5, WP•7, WP•8–WP•9, WP•10</p> <p><b>TE 2:</b> 189d–189e, 201d–201e, 201p–201o, 245d–245e, 259a, 259b–259c, 265d–265e, 265p–265q, 295p–295q, 323d–323e, 323p–323q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 3:</b> 351d, 359p–359q, 371d–371e, 389d–389e, 403d–403e, 419d–419e, 443d–443e, 441c, 447d–447e, 447p–447q, 461d–461e, 479d–479e, 479p–479q, SG•78–SG•79, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 4:</b> 35d–35e, 49d–49e, 95d–95e, 109d–109e, 125d–125e, 141d–141e, 157d–157e, 175d–175e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p> <p><b>TE 5:</b> 199d, 227d, 227e, 239d, 239e, 239p, 251d, 251e, 263d, 263e, 275d, 275e, 289d, 289e, 305d, 305e, 321d, 321e, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p><b>TE 6:</b> 341d, 341e, 353d, 353e, 367d, 367e, 385d, 385e, 401d, 401e, 417d, 417e, 431d, 431e, 449d, 449e, 459d, 459e, WP•2, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30–33, 34–35, 198–199, 210–211, 220–221  <b>Unit 2:</b> 62–65, 66–67, 202–203, 222–223  <b>Unit 3:</b> 94–97, 98–99, 204–205, 216–217, 224–225  <b>Unit 4:</b> 124–129, 130–131, 200–201, 212–213, 214–215  <b>Unit 5:</b> 158–161, 162–163, 206–207, 218–219, 226–227  <b>Unit 6:</b> 190–193, 194–195, 208–209</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<p>● Use technology to interact and collaborate with others to generate, produce, and publish writing.</p>	<p><b>SE 1:</b> 104–105, 260–263, 414–417  <b>SE 2:</b> 136–139</p> <p><b>TE 1:</b> 31b, 49b, 63b, 79b, 93b, 104c–104d, 104–105, 107b, 121b, 137b, 151b, 161d, 169b  <b>TE 2:</b> 189b, 225d, 245b, 257d, 260c–260d, 260–261, 261a, 262–263, 263a, 281b, 295b, 309b, 317d, 323b, WP•10  <b>TE 3:</b> 345b, 351d, 371b, 403b, 411d, 414–415, 415a, 416–417, 433b, 441d, 447b, 461b, WP•10  <b>TE 4:</b> 35b, 49b, 63b, 71c, 95b, 125b, 133d, 136c–136d, 136–137, 137a, 138–139, 139a, 141b, 157b, 167d–167e, WP•9, WP•10  <b>TE 5:</b> 199b, 213b, 227b, 233c, 251b, 263b, 275b, 284c, 284d, 289b, 305b, WP•9, WP•10  <b>TE 6:</b> 341b, 347d, 353b, 367b, 385b, 401b, 417b, 431b, 444c, 445a, 447a, 449b, 449p, 449q, 459b, 475b, WP•8, WP•9, WP•10</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35, 198–199  <b>Unit 2:</b> 66–67, 202–203, 222–223  <b>Unit 3:</b> 98–99, 216–217, 224–225  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<b>W.5: THE RESEARCH PROCESS</b>	
<b>Build knowledge about the research process and the topic under study by conducting research</b>	
<b>FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>	
6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	<p><b>TE 1:</b> 23b, 31b, 41d, 49b, 53a–53b, 63b, 73d, 79b, 83a–83b, 93b, 101d, 107b, 111b, 121b, 129d, 137b, 141b, 151b, 161d, 169b, SG•44–SG•45, SG•60–SG•61, SG•76–SG•77, SG•78–SG•79</p> <p><b>TE 2:</b> 179b, 189b, 195d, 201b, 201n, SG•12–SG•13, SG•14–SG•15, 205b, 213b, 225d, 231b, SG•28–SG•29, SG•30–SG•31, 235b, 245b, 257d, 265b, 265n, SG•44–SG•45, 269b, 281b, 287d, 295b, 299b, 309b, 317d, 323b, SG•76–SG•77</p> <p><b>TE 3:</b> 333b, 345b, 351d, 359b, SG•12–SG•13, 363b, 371b, 389b, SG•28–SG•29, SG•30–SG•31, 393b, 403b, 411d, 419b, 423b, 433b, 441d, 447b, SG•46–SG•47, SG•62–SG•63, 451a, 461b, 473c, 473d, 479b</p> <p><b>TE 4:</b> 23b, 35b, 41d, 49b, SG•12–SG•13, SG•14–SG•15, 53b, 63b, 71d, 81b, SG•30–SG•31, 85b, 95b, 103d, 109b, SG•46–SG•47, 113b, 125b, 133d, 141b, SG•60–SG•61, SG•62–SG•63, 145b, 167d, 175b, SG•76–SG•77, SG•78–SG•79</p> <p><b>TE 5:</b> 185b, 199b, 207d, 213b, SG•12, SG•13, SG•14, SG•15, 217b, 227b, 233d, 239b, SG•28, SG•30, SG•31, 243b, 251b, 257d, 263b, SG•44, SG•46, SG•47, 267b, 275b, 281d, 289b, SG•60, SG•62, SG•63, 293b, 305b, 315d, 321b, SG•76, SG•78, SG•79</p> <p><b>TE 6:</b> 331b, 341b, 347d, 353b, SG•12, SG•13, SG•14, SG•15, 357b, 367b, 377d, 385b, SG•28, SG•29, SG•30, SG•31, 389a, 401b, 409c, 417b, SG•44, SG•45, SG•46, SG•47, 421b, 431b, 441d, 449b, SG•60, SG•61, SG•62, SG•63, 459b, 465d, 475b, SG•76, SG•77, SG•78, SG•79, WP•1–WP•10</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 20–21, 24–25  <b>Unit 2:</b> 40–41, 44–45, 48–49, 58–59, 60–61, 62–65, 222–223  <b>Unit 3:</b> 76–77, 80–81  <b>Unit 4:</b> 104–105, 108–109, 120–121, 126–129</p>
<ul style="list-style-type: none"> <li>Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).</li> </ul>	<p><b>TE 1:</b> 23b, 53b, 83b, 11b, 141b  <b>TE 2:</b> 179b, 205b, 235b, 269b, 299b  <b>TE 3:</b> 333b, 363b, 393b, 423b, 451b  <b>TE 4:</b> 23b, 53b, 85b, 113b, 145b  <b>TE 5:</b> 185b, 217b, 243b, 267b, 293b  <b>TE 6:</b> 331b, 357b, 389b, 421b, 453b, WP•2–WP•3</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<ul style="list-style-type: none"> <li>● Gather relevant information from multiple sources, and annotate sources.</li> </ul>	<p><b>TE 1:</b> 31b, 63b, 93b, 121b, 151b  <b>TE 2:</b> 189b, 213b, 245b, 281b, 308b  <b>TE 3:</b> 345b, 371b, 403b, 433b, 461b  <b>TE 4:</b> 35b, 63b, 95b, 125b, 157b  <b>TE 5:</b> 199b, 227b, 251b, 275b, 305b  <b>TE 6:</b> 341b, 367b, 401b, 431b, 459b, WP•8, WP•9</p>
<ul style="list-style-type: none"> <li>● Assess the credibility of each source.</li> </ul>	<p><b>TE 1:</b> 31b, 63b, 93b, 151b  <b>TE 2:</b> 213b, 239b, 281b, 309b  <b>TE 3:</b> 403b, 461b  <b>TE 4:</b> 35b, 71c, 136c, 136–137, 137a, 138–139  <b>TE 5:</b> 227b, 251b  <b>TE 6:</b> 367b, 431b, 459b</p>
<ul style="list-style-type: none"> <li>● Quote or paraphrase the information and conclusions of others.</li> </ul>	<p><b>TE 2:</b> 295b, 323b  <b>TE 3:</b> 351d, 359b, 359n  <b>TE 4:</b> 81b, 103c, 141b  <b>TE 5:</b> 213b, 239b, 263b  <b>TE 6:</b> 385b, 401b, WP•3, WP•5, WP•6</p>
<ul style="list-style-type: none"> <li>● Avoid plagiarism and provide basic bibliographic information for sources.</li> </ul>	<p><b>TE 2:</b> 189b, 295b, 323b  <b>TE 4:</b> 175b  <b>TE 5:</b> 239b, 251b, 289b, 321b  <b>TE 6:</b> 385b, 451b, 475b, WP•5, WP•6</p>
<ul style="list-style-type: none"> <li>● Present information, choosing from a variety of formats.</li> </ul>	<p><b>TE 1:</b> 49n, 79n, 107n, 137n, 169n  <b>TE 2:</b> 201n, 231n, 265n, 295n, 323n  <b>TE 3:</b> 359n, 389n, 419n, 447n, 479n  <b>TE 4:</b> 49n, 81n, 109n, 141n, 175n  <b>TE 5:</b> 213n, 239n, 263n, 289n, 321n  <b>TE 6:</b> 353n, 385n, 417n, 449n, 475n, WP•10</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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Indiana Academic Standards English/Language Arts Grade 6	Scott Foresman Reading Street Common Core, ©2013
<b>W.6: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>Demonstrate command of the conventions of standard English</b>	
<b>GRAMMAR AND USAGE</b>	
6.W.6.1: Demonstrate command of English grammar and usage, focusing on:	
6.W.6.1a: <b>Pronouns</b> – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>SE 2:</b> 43, 73, 105, 135  <b>TE 4:</b> SG•6, SG•11, SG•16, 81p, 85c, 95c, 104e, 104–105, 105a, 109c, 109o, 109p–109q, 113d, 125c, 133e, 134–135, 141c, 141o, 141p–141q, SG•38, SG•43, SG•48, 145c, 157c, 167e, 175c, 175o, 175p–175q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•24–UR•25, UR•26, UR•34–UR•35, UR•54–UR•55 <b>TE 5:</b> 243d, 263o, 263p
6.W.6.1b: <b>Verbs</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 2:</b> 235d, 245c, 265c <b>TE 3:</b> 333d, 363d, 371c
6.W.6.1c: <b>Adjectives and Adverbs</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 5:</b> 217d, 227c, 233e, 293d, 305c, 315e
6.W.6.1d: <b>Phrases and Clauses</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 72–73, 89d, 93c <b>TE 3:</b> 461c, 473e, 479c
6.W.6.1e: <b>Usage</b> – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	<b>TE 1:</b> 111d, 121c, 129e, 130–131, 137c, 137o, 139p, UR•16, UR•46

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<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>	
6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
6.W.6.2a: <b>Capitalization</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 141d, 151c, 161e, 162–163, 169c, 169o
6.W.6.2b: <b>Punctuation</b> – • Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<b>SE 2:</b> 466–467  <b>TE 4:</b> 141d, WP•9 <b>TE 5:</b> WP•9 <b>TE 6:</b> 389d, 401c, 409d, 417c, 453d, 459c, 465e, 466–467, 475c, 475o, UR•34
• Using semicolons to connect main clauses and colons to introduce a list or quotation.	<b>TE 6:</b> 453d, 465e, 466–467, 474–475, 475o
6.W.6.2c: <b>Spelling</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 111c, 121c, 141c <b>TE 3:</b> 333c, 345c, 451c
<b>SPEAKING AND LISTENING</b>	
<b>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING</b>	
<b>Refine and apply effective communication skills through speaking and active listening</b>	
6.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<b>SE 1:</b> 49, 79, 107, 137, 169, 201, 231, 265, 295, 323, 359, 389, 419, 447, 479 <b>SE 2:</b> 49, 81, 109, 141, 175, 213, 239, 263, 289, 319, 353, 385, 417, 449, 475  <b>TE 1:</b> 49a, 49n, 79a, 79n, 107a, 107n, 137a, 137n, 169a, 169n <b>TE 2:</b> 201a, 231a, 231n, 265a, 265n, 295a, 295n, 323a, 323n <b>TE 3:</b> 359a, 359n, 389a, 389n, 419a, 419n, 447a, 447n, 479a, 479n <b>TE 4:</b> 49a, 49n, 81a, 81n, 109a, 109n, 141a, 141n, 175a, 175n, 175a, 175n <b>TE 5:</b> 213a, 213n, 239a, 239n, 263a, 263n, 289a, 289n, 319a, 319n <b>TE 6:</b> 323a, 353n, 385a, 385n, 417a, 417n, 449a, 449n, 475a, 475n



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<p><b>SL.2: DISCUSSION AND COLLABORATION</b> <b>Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b></p>	
<p>6.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>SE 1:</b> 80–81, 176–177, 202–203, 232–233, 265, 266–267, 296–297, 447  <b>SE 2:</b> 20–21, 50–51, 82–83, 110–111, 142–143, 182–183, 214–215, 240–241, 264–265, 290–291, 328–329, 354–355, 386–387, 418–419, 450–451</p> <p><b>TE 1:</b> 21a–21b, 24a–24b, 32a–32b, 44a–44b, 49a, SG•2–SG•3, SG•6–SG•7, SG•10–SG•11, SG•12–SG•13, SG•16, 51a, 54a–54b, 64a–64b, 76a–76b, 78–79, 79a, SG•18–SG•19, SG•22–SG•23, SG•26–SG•27, SG•28–SG•29, SG•32, 81a, 84a–84b, 94a–94b, 104a–104b, 107n–107o, SG•34–SG•35, SG•37, SG•38–SG•39, SG•42–SG•43, SG•44–SG•45, SG•48, 109a, 112a–112b, 122a–122b, 132a–132b, 137a, SG•50–SG•51, SG•54–SG•55, SG•58–SG•59, SG•61–SG•62, SG•64, 139a, 142a–142b, 152a–152b, 163c, 164a–164b, 169a, SG•66–SG•67, SG•70–SG•71, SG•74–SG•75, SG•76–SG•77, SG•80, UR•6–UR•7, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p><b>TE 2:</b> 176–177, 177a, 180a–180b, 190a–190b, 198b, 201a, SG•2–SG•3, SG•6–SG•7, SG•10–SG•11, SG•12–SG•13, SG•16, 202–203, 203a–203b, 206a–206b, 214a–214b, 228a–228b, 231a, SG•22–SG•23, SG•28–SG•29, 232–233, 233a–233b, 236a–236b, 246a–246b, 260a–260b, 264–265, 265a, SG•34–SG•35, SG•38–SG•39, SG•42–SG•43, SG•44–SG•45, SG•48, 267a–267b, 270a–270b, 282a–282b, 290a–290b, SG•50–SG•51, SG•54–SG•55, SG•60–SG•61, 296–297, 297a–297b, 300a–300b, 310a–310b, 320a–320b, 323a, SG•66–SG•67, SG•70–SG•71, SG•74–SG•75, SG•76–SG•77, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p><b>TE 3:</b> 331a–331b, 334a–334b, 346a–346b, 354a–354b, SG•2–SG•3, SG•6–SG•7, SG•12–SG•13, 361a–361b, 364a–364b, 372a–372b, 384a–384b, 389a, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, 391a–391b, 394a–394b, 404a–404b, 414a–414b, SG•34–SG•35, SG•38–SG•39, SG•44–SG•45, 421a–421b, 424a–424b, 434a–434b, 444a–444b, 446–447, 447a, SG•50–SG•51, SG•54–SG•55, SG•60–SG•61, 449a–449b, 452a–452b, 462a–462b, 476a–476b, 479a, SG•66–SG•67, SG•70–SG•71, SG•76–SG•77, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

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<p><b>(Continued)</b> 6.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 20–21, 21a, 24a–24b, 36a–36b, 44a–44b, 49a, SG•2–SG•3, SG•6–SG•7, SG•12–SG•13, 50–51, 51a–51b, 54a–54b, 64a–64b, 74a–74b, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, 82–83, 83a–83b, 86a–86b, 96a–96b, 106a–106b, SG•34–SG•35, SG•38–SG•39, SG•44–SG•45, 110–111, 111a, 114a–114b, 126a–126b, 136a–136b, SG•50–SG•51, SG•54–SG•55, SG•58–SG•59, SG•60–SG•61, SG•61, 142–143, 143a, 146a–146b, 158a–158b, 170a–170b, SG•66–SG•67, SG•70–SG•71, SG•76–SG•77, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 <b>TE 5:</b> 182–183, 183a, 186a, 186b, 200a, 200b, 210a, 210b, SG•2, SG•6, SG•7, SG•12, 214–215, 215a, 218a, 218b, 228a, 228b, 236a, 236b, SG•18, SG•23, SG•28, 240–241, 241a, 244b, 252a, 252b, 260a, 260b, SG•34, SG•39, SG•44, 264–265, 265a, 268a, 268b, 276a, 276b, 284a, 284b, SG•50, SG•55, SG•59, SG•60, SG•64, 290–291, 291a, 294a, 294b, 306a, 306b, 318a, 318b, UR•47, SG•66, SG•71, SG•76, UR•6, UR•7, UR•16, UR•17, UR•26, UR•27, UR•36, UR•37, UR•46 <b>TE 6:</b> 328–329, 329a, 332a, 332b, 342a, 342b, 350a, 350b, 353a, SG•2, SG•6, SG•7, SG•12, 354–355, 355a, 358a, 358b, 368a, 368b, 380a, 380b, SG•18, SG•23, SG•28, 387a, 390a, 390b, 402a, 402b, 412a, 412b, SG•34, SG•39, SG•44, 419a, 422a, 422b, 432a, 432b, 444a, 444b, SG•50, SG•55, SG•60, 451a, 454a, 454b, 460a, 460b, 468a, 468b, 475a, SG•66, SG•71, SG•76, UR•6, UR•7, UR•16, UR•17, UR•26, UR•27, UR•36, UR•37, UR•46, UR•47  <b>Writing to Sources:</b> <b>Unit 1:</b> 26–27, 30–33 <b>Unit 2:</b> 58–59, 64–67 <b>Unit 3:</b> 90–91, 94–97 <b>Unit 4:</b> 122–123, 126–129 <b>Unit 5:</b> 154–155, 158–161 <b>Unit 6:</b> 186–187, 190–193</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<p>6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p>	<p><b>SE 1:</b> 49, 79, 137, 169, 201, 231, 359  <b>SE 2:</b> 49, 109, 213, 239, 263, 289, 353, 385, 449, 475</p> <p><b>TE 1:</b> 136–137, 168–169  <b>TE 2:</b> 200–201, 201a, 230–231, 231a, 265a  <b>TE 3:</b> 358–359, 359a, SG•66, SG•70  <b>TE 4:</b> 49a  <b>TE 5:</b> 212–213, 213a, 238–239, 239a, 262–263, 263a  <b>TE 6:</b> 352–353, 353a, 384–385, 385a, 448–449, 449a, 475a</p>
<p>6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SE 1:</b> 137, 169, 201, 230, 323, 478  <b>SE 2:</b> 213, 239, 353, 385, 449</p> <p><b>TE 1:</b> SG•6–SG•7  <b>TE 2:</b> 230–231, 231a, 265a, 322–323, SG•66, SG•71, SG•76  <b>TE 3:</b> 389b, 478–479  <b>TE 4:</b> 49a  <b>TE 5:</b> WP•8  <b>TE 6:</b> 353a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
to the Indiana Academic Standards English/Language Arts, Grade 6**

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<p>6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SE 1:</b> 20–21, 50–51, 79, 80–81, 137, 138–139, 169, 176–177, 202–203, 231, 232–233, 266–267, 296–297, 323, 330–331, 360–361, 390–391, 420–421, 448–449</p> <p><b>SE 2:</b> 20, 50–51, 82–83, 110–111, 142–143, 182–183, 213, 214–215, 240–241, 264–265, 290–291, 328–329, 354–355, 386–387, 418–419, 450–451, 475</p> <p><b>TE 1:</b> SG•2–SG•3, SG•8, SG•12–SG•13, SG•23, SG•29, SG•34–SG•35, SG•38–SG•39, SG•45, 107n–107o, SG•50–SG•51, SG•55, SG•61, 169a, SG•66–SG•67, SG•70–SG•71, SG•76–SG•77</p> <p><b>TE 2:</b> 176–177, 201a, 202–203, SG•2–SG•3, SG•6, 230–231, 231a, 231n, 232–233, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, 265a, 265n, 266–267, SG•34–SG•35, SG•38–SG•39, SG•44–SG•45, 295n, 296–297, SG•50–SG•51, SG•54–SG•55, SG•60–SG•61, SG•66–SG•67, SG•70–SG•71, SG•77</p> <p><b>TE 3:</b> SG•2–SG•3, SG•7, SG•12–SG•13, 330–331, 360–361, 389n, 390–391, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, SG•34–SG•35, SG•38–SG•39, SG•44–SG•45, 447n, 448–449, SG•50–SG•51, SG•56, SG•60–SG•61, 479n, SG•66–SG•67, SG•71, SG•76–SG•77</p> <p><b>TE 4:</b> 20–21, 49n, 50–51, SG•2–SG•3, SG•7, SG•12–SG•13, 81n, 82–83, SG•18–SG•19, SG•22–SG•23, SG•28–SG•29, 109n, SG•34–SG•35, SG•39, SG•44–SG•45, 141n, 142–143, SG•50–SG•51, SG•55, SG•60–SG•61, 175n, SG•66–SG•67, SG•71, SG•76–SG•77</p> <p><b>TE 5:</b> 182–183, 212–213, 213a, 213n, 214–215, SG•2, SG•7, SG•12, 239n, 240–241, SG•18, SG•23, SG•28, 263n, SG•34, SG•39, SG•44, 289n, 290–291, SG•50, SG•55, SG•60, 321n, SG•66, SG•71, SG•76</p> <p><b>TE 6:</b> SG•2, SG•7, SG•12, 328–329, 354–355, 385n, 386–387, SG•18, SG•23, SG•28, 417n, 418–419, SG•34, SG•39, SG•44, 449n, SG•50, SG•55, SG•60, 474–475, 475a, 475n, SG•66, SG•71, SG•76</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 90–91, 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
to the Indiana Academic Standards English/Language Arts, Grade 6**

Indiana Academic Standards English/Language Arts Grade 6	Scott Foresman Reading Street Common Core, ©2013
6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p><b>SE 1:</b> 108–109 <b>SE 2:</b> 449</p> <p><b>TE 1:</b> 265a <b>TE 2:</b> 108–109 <b>TE 3:</b> SG•75 <b>TE 4:</b> 49a, 49n, 81n, SG•22–SG•23, SG•27, SG•32, 109n, 141n, 175n, SG•51, SG•61 <b>TE 5:</b> 213n, 239n, 263n, 289n, 321n <b>TE 6:</b> 353a, 353n, SG•6, SG•11, SG•16, 385n, 417n, 449n, 475n</p> <p><b>Writing to Sources:</b> <b>Unit 3:</b> 98–99</p>
<b>SL.3: COMPREHENSION</b>	
<b>Refine and apply active listening and interpretation skills using various strategies</b>	
6.SL.3.1: Interpret information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i> ) and explain how it contributes to a topic, text, or issue under study.	<p><b>SE 1:</b> 298–299 <b>SE 2:</b> 304, 439</p> <p><b>TE 1:</b> 129c <b>TE 2:</b> 201a, 225c, SG•22, SG•27, SG•32 <b>TE 3:</b> 359n, SG•6, SG•10–SG•11, SG•16, 389a, 389n, 419a, 419n, 447n, 479n <b>TE 4:</b> 49a, 81n, SG•22, SG•27, SG•32, 109n, 141n, 175n, SG•70, SG•75, SG•80 <b>TE 5:</b> 213n, 239a, SG•22, SG•27, SG•32, SG•38, SG•43, SG•48, 289n, SG•54, SG•59, SG•64, 321n, SG•70, SG•75, SG•80 <b>TE 6:</b> 385a, 385n, SG•22, SG•27, SG•32, 417n, SG•38, SG•43, SG•48, 449n, SG•54, SG•59, SG•64, 475n, SG•70, SG•75, SG•80</p> <p><b>Writing to Sources:</b> <b>Unit 6:</b> 194–195</p>
6.SL.3.2: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p><b>SE 1:</b> 265 <b>SE 2:</b> 81, 109, 239</p> <p><b>TE 2:</b> SG•54–SG•55, SG•59, SG•64 <b>TE 3:</b> SG•38–SG•39, SG•43, SG•48, SG•70–SG•71 <b>TE 4:</b> 80–81, 81a, 108–109, 109a <b>TE 5:</b> 239a, 321a, WP•10 <b>TE 6:</b> 353a</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 66–67 <b>Unit 5:</b> 154–155, 162–163</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<p><b>SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS</b> <b>Refine and apply speaking skills to communicate ideas effectively in a variety of situations</b></p>	
<p>6.SL.4.1: 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>	<p><b>SE 1:</b> 49, 169, 359, 418, 447, 479 <b>SE 2:</b> 48, 109, 174, 262, 288, 321, 417</p> <p><b>TE 1:</b> 49n, SG•6–SG•7, SG•11, SG•16, 49a, 79n, 106–107, 107a, 107n, SG•24, SG•26–SG•27, SG•48, 137a, 137n, SG•54, SG•59, SG•64, 169n, SG•80 <b>TE 2:</b> 201n, SG•16, 231b, 231n, SG•32, 265n, SG•38–SG•39, SG•43, SG•48, 295n, SG•54–SG•55, SG•59, SG•64, 323a, 323n <b>TE 3:</b> 358–359, 359a, 359n, SG•6–SG•7, SG•11, SG•16, 389n, SG•22, SG•26, SG•32, 418–419, 419a, 419n, SG•38, SG•43, SG•48, 447a, 447n, SG•50, SG•59, SG•60, SG•64, 479b, 479n, SG•70, SG•80 <b>TE 4:</b> 48–49, 49a, 49n, SG•6–SG•7, SG•11, SG•16, 81a, 81n, 108–109, 109a, 109n, SG•32, SG•48, 141n, SG•64, 175a, 175n, SG•80 <b>TE 5:</b> 213n, SG•16, 239a, 239n, SG•32, 262–263, 263a, 263n, SG•48, 288–289, 289a, 289n, SG•64, 320–321, 321a, 321n, SG•80 <b>TE 6:</b> 353a, 353n, 385n, 417a, 417n, 449a, 449n, SG•54, SG•59, SG•64, 475n</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 34–35 <b>Unit 2:</b> 66–67 <b>Unit 3:</b> 98–99 <b>Unit 4:</b> 130–131 <b>Unit 5:</b> 162–163</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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Indiana Academic Standards English/Language Arts Grade 6	Scott Foresman Reading Street Common Core, ©2013
6.SL.4.2: Create engaging presentations that include multimedia components (e.g., <i>graphics, images, music, sound</i> ) and visual displays in presentations to clarify information.	<p><b>SE 1:</b> 107, 201, 389 <b>SE 2:</b> 109, 239, 385</p> <p><b>TE 1:</b> 79n, SG•22–SG•23, SG•26–SG•27, SG•32, 106–107, 107a, 137n, 169n <b>TE 2:</b> 201b, 201n, SG•6, SG•11, SG•16, SG•22–SG•23, SG•27, SG•32, 265b, 265n <b>TE 3:</b> 359b, 359n, 389b, 389n, 419a, 419b, 419n, 447b, 447n, 479b, 479n <b>TE 4:</b> SG•6–SG•7, SG•11, SG•16, 49b, 49n, 81b, 81n, SG•22–SG•23, SG•27, SG•32, 109b, 109n, 141n, 175b, 175n, SG•70, SG•75, SG•80 <b>TE 5:</b> 213b, 213n, SG•22, SG•27, SG•32, 263b, 263n, SG•38, SG•43, SG•48, 289b, 289n, SG•54, SG•59, SG•64, 321b, 321n <b>TE 6:</b> 353n, 384–385, 385a, 385n, SG•22, SG•27, SG•32, 417b, 417n, SG•38, SG•43, SG•48, 449b, 449n, 475b, 475n, SG•70, SG•75, SG•80</p> <p><b>Writing to Sources:</b> <b>Unit 4:</b> 130–131 <b>Unit 6:</b> 194–195</p>
6.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<p><b>Scott Foresman Reading Street</b>, Grade 6 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 79a, 137a <b>TE 2:</b> 231a, 265a, 323a <b>TE 3:</b> 359a</p>
<b>MEDIA LITERACY</b>	
<b>ML.1: LEARNING OUTCOME FOR MEDIA LITERACY</b>	
<b>Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes</b>	
6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<p><b>SE 1:</b> 201, 323, 389 <b>SE 2:</b> 49, 109, 239</p> <p><b>TE 1:</b> 31a, 63b, 93b, 121b, 137a, 151b, 189b, 201a, 213b, 245b, 281b, 309b, 323a <b>TE 3:</b> 345b, 371b, 389a, 403b, 433b <b>TE 4:</b> 35b, 49a, 63b, 95b, 109a, 125b, 157b <b>TE 5:</b> 199b, 227b, 239a, 251b, 275b, 305b <b>TE 6:</b> 341b, 367b, 401b, 431b, 459b</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
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<b>ML.2: MEDIA LITERACY</b>	
<b>Analyze the purposes of media and the ways in which media can have influences</b>	
6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.	<b>SE 1:</b> 201, 323, 389 <b>SE 2:</b> 49, 109, 239  <b>TE 1:</b> 31a, 63b, 93b, 121b, 137a, 151b, 189b, 201a, 213b, 245b, 281b, 309b, 323a <b>TE 3:</b> 345b, 371b, 389a, 403b, 433b <b>TE 4:</b> 35b, 49a, 63b, 95b, 109a, 125b, 157b <b>TE 5:</b> 199b, 227b, 239a, 251b, 275b, 305b <b>TE 6:</b> 341b, 367b, 401b, 431b, 459b
6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., <i>where it is placed, when it runs, etc.</i> )	<b>SE 1:</b> 79, 201 <b>SE 2:</b> 109, 239  <b>TE 1:</b> 79a <b>TE 2:</b> 201a <b>TE 3:</b> 359a <b>TE 4:</b> 109a, 239a