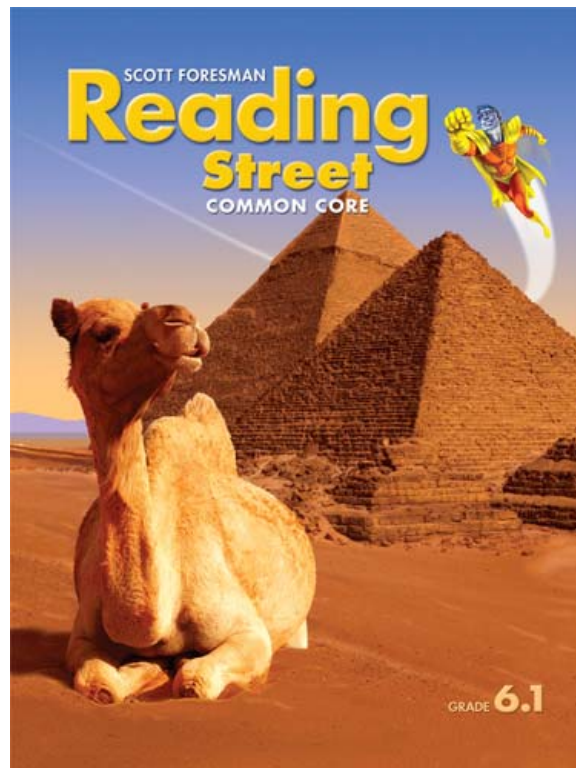


A Correlation of  
**Scott Foresman  
Reading Street  
Common Core**  
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To the  
**Nebraska  
Academic Standards  
for Language Arts  
Grade 6**

**Scott Foresman Reading Street Common Core, Grade 6, ©2013  
to the Nebraska Academic Standards for Language Arts**

## **INTRODUCTION**

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Nebraska Academic Standards for Language Arts. 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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<b>Grade 6</b>	
<b>Reading</b>	
<b>LA 6.1 Students will learn and apply reading skills and strategies to comprehend text.</b>	
<b>LA 6.1.1 Knowledge of Print: Concept mastered at a previous grade level</b>	Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts.
<b>LA 6.1.2 Phonological Awareness: Concept mastered at a previous grade level</b>	Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts.
<b>LA 6.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.</b>	
LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)	<b>6.1:</b> 84c, 107i <b>6.2:</b> 205c, 213c, 225e, 231c, 231o, 236c, 265i, 299c, 300c, 309c, 317e, 323c, 323i, UR•26, UR•56 <b>6.4:</b> 23c, 24c, 35c, 41e, 49i, 49o, 53d, 63c, 71e, 81c, 81o, UR•16, UR•26 <b>6.5:</b> 185c, 199c, 207e, 213c, 213o, 218c, 239i, 267c, 275c, 281e, 289c, 289o, 293c, 305c, 315e, 321c, 321o, UR•16, UR•46, UR•56 <b>6.6:</b> 331c, 341c, 347e, 353c, 353o, 422c, 442c, 449i, 453c, 459c, 465e, 475c, 475o, UR•16
<b>LA 6.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.</b>	
LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	<b>6.1:</b> 22-23, 24-25, 41b, 48-49, 81b, 81c, 82-83, 84-85, 101b, 106-107 <b>6.2:</b> 267b, 268-269, 270-271, 287b, 294-295, 297a-297b, 298-299, 300-301, 317b, 322-323 <b>6.3:</b> 361a-361b, 362-363, 364-365, 381b, 388-389, 421a-421b, 422-423, 424-425, 441b, 446-447 <b>6.4:</b> 111b, 112-113, 114-115, 133b, 140-141 <b>6.5:</b> 183a-183b, 184-185, 186-187, 207b, 212-213, 241a-241b, 242-243, 244-245, 257b, 262-263 <b>6.6:</b> 329b, 330-331, 332-333, 347b, 352-353, 387b, 388-389, 390-391, 409b, 416-417

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LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	<p><b>6.1:</b> 49j, 51b, 52-53, 54-55, 73b, 78-79, 79j, 107j-107k, 137j-137k, 169j</p> <p><b>6.2:</b> 178-179, 180-181, 195b, 200-201, 201j-201k, 231j-231k, 265j-265k</p> <p><b>6.3:</b> 392-393, 394-395, 411b, 418-419, 447j-447k, 479j-479k</p> <p><b>6.4:</b> 49j-49k, 52-53, 54-55, 71b, 80-81, 81j-81k, 109j-109k, 141j-141k, 175j-175k</p> <p><b>6.5:</b> 213j-213k, 263j-263k, 265b, 266-267, 268-269, 281b, 288-289, 289j-289k, 321j-321k</p> <p><b>6.6:</b> 355b, 356-357, 358-359, 377b, 384-385, 385j-385k 475j-475k</p>
<b>LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>	
LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	<p><b>6.1:</b> 84c, 107i</p> <p><b>6.2:</b> 205c, 213c, 225e, 231c, 231o, 236c, 265i, 299c, 300c, 309c, 317e, 323c, 323i, UR•26, UR•56</p> <p><b>6.4:</b> 23c, 24c, 35c, 41e, 49i, 49o, 53d, 63c, 71e, 81c, 81o, UR•16, UR•26</p> <p><b>6.5:</b> 185c, 199c, 207e, 213c, 213o, 218c, 239i, 267c, 275c, 281e, 289c, 289o, 293c, 305c, 315e, 321c, 321o, UR•16, UR•46, UR•56</p> <p><b>6.6:</b> 331c, 341c, 347e, 353c, 353o, 442c, 449i, 453c, 459c, 465e, 475c, 475o, UR•16</p>
LA 6.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	<p><b>6.1:</b> 53a, 83a, 141a</p> <p><b>6.2:</b> 179a, 205a, 235a, 269a, 299a</p> <p><b>6.3:</b> 333a, 363a, 393a, 423a, 451a</p> <p><b>6.4:</b> 23a, 53a, 85a, 113a, 145a</p> <p><b>6.5:</b> 185a, 217a, 243a, 267a, 293a</p> <p><b>6.6:</b> 331a, 357a, 389a, 453a</p>

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<p>LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures</p>	<p><b>6.1:</b> 84e, 84-85, 107a, 107h, 116-117, 117a, 129c  <b>6.2:</b> 233c, 234-235, 270e, 270-271, 278-279, 282-283, 283a, 295a, 295h, 297c, 312-313, 317a, 317c, 323h  <b>6.3:</b> 317c, 424c, 447i  <b>6.4:</b> 24e, 24-25, 32-33, 33a, 49a, 49h, 74c, 74-75, 86a, 86-87, 96-97, 97a, 109a, 109h, 114e, 122-123, 123a, 141a, 141h  <b>6.5:</b> 257c, 268d, 268e, 268-269, 278-279, 279a, 289a, 289h  <b>6.6:</b> 347c, 355c, 356-357, 358e, 358-359, 368-369, 369a, 385a, 385h, 390e, 390-391, 398-399, 399a, 409c, 412a, 412-413, 414-415, 417a, 417h, 422e, 422-423, 435-435, 435a, 439a, 444a, 449h</p>
<p>LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)</p>	<p><b>6.1:</b> 170-171, 173a  <b>6.3:</b> 364d, 383b, 389i, 483a  <b>6.4:</b> 24d, 49i, 146d, 175i  <b>6.5:</b> 294d, 321i  <b>6.6:</b> 332d, 353i, 390d, 403a, 417i, 479a</p>
<p>LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)</p>	<p><b>6.1:</b> 24e, 24-25, 30, 49h, 73c  <b>6.2:</b> 265a, 287c, 317c  <b>6.3:</b> 473c  <b>6.4:</b> 35b, 54e, 64-65, 71c, 136c, 136-139, 139a  <b>6.5:</b> 284c, 284-287, 287a, 294e, 294-295, 300-301, 303a, 306c, 307a, 311a, 321a, 321h</p>

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<b>LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>	
LA 6.1.6.a Explain how author’s purpose and perspective affect the meaning and reliability of the text	<p><b>6.1:</b> 51c, 52-53, 58-59, 64-65, 70-71, 79h, 79i, 79l-79m, UR•20, UR•21, UR•25, 152-153, 158-159</p> <p><b>6.2:</b> 182-183, 190c, 208-209, 212-213, 214-215, 219a, 246-247, 254-255, 274-275</p> <p><b>6.3:</b> 336-337, 366-367, 369a, 370-371, 379a, 380-381, 406-407, 443b, 477a, 482-483, 483a</p> <p><b>6.4:</b> 51c, 52-53, 62-63, 63a, 64c, 66-67, 67a, 70-71, 81h, 81l-81m, 92-93, 93a, 100-101, 101a, 143c, 144-145, 150-151, 151a, 164-165, 165a, 175h, 175l-175m, UR•20, UR•21, UR•23, UR•24, UR•50, UR•51, UR•53, UR•54</p> <p><b>6.5:</b> 183c, 184-185, 190-191, 191a, 196-197, 197a, 202-203, 213h, 213l-213m, 254-255, 255a, UR•10, UR•11, UR•13, UR•14, UR•15</p> <p><b>6.6:</b> 329c, 330-331, 336-337, 344-345, 346-347, 353h, 353l-353m, 428-429, 432-433, 433a, UR•10, UR•11, UR•13, UR•14</p>
LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	<p><b>6.1:</b> 21c, 22-23, 28-29, 38-39, 40-41, 49h, 49l-49m, 51c, 52-53, 58-59, 64-65m, 79h, 79l-79m, 94-95, UR•20, UR•21, UR•23, UR•24, UR•25</p> <p><b>6.2:</b> 236d, 265i, 270d, 274-275, 276-277, 277a, 278-279, 280-281, 281a, 282-283, 283a, 295i, 284-285, UR•44</p> <p><b>6.3:</b> 338-339, 340-341, 342-343, 344-345, 348-349, 349a, 428-429, 429a, 430-431, 432-433, 433a, 449c, 450-451, 452d, 479i</p> <p><b>6.4:</b> 114d, 118-119, 119a, 120-121, 122-123, 124-125, 125a, 128-129, 130-131, 131a, 141i</p> <p><b>6.5:</b> 183c, 184-185, 190-191, 191a, 196-197, 197a, 202-203, 213h, 213l-213m, 254-255, 255a, UR•10, UR•11, UR•13, UR•14, UR•15</p> <p><b>6.6:</b> 358d, 385i</p>

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LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme	<p><b>6.1:</b> SG•2, 81c, 82-83, 92-93, 96-97, 99a, 100-101</p> <p><b>6.2:</b> 277a, 280-281, 286-287</p> <p><b>6.3:</b> 338-339, 342-343, 346-347, 347a</p> <p><b>6.4:</b> 124-125, 131a, 132-133, 145e, 157d, 168-169, 175d, 175p</p> <p><b>6.5:</b> 183c, 184-185, 192-193, 196-197, 198-199, 199a, 200c, 202-203, 204-205, 205a, 206-207</p> <p><b>6.6:</b> 342c, 342d, 346-347, 396-397, 400-401, 402c, 403d, 404-405, 408-409</p>
LA 6.1.6.d Interpret and explain the author’s use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	<p><b>6.1:</b> 72-73, 128-129, 142d, 169i, 172-173, 173a</p> <p><b>6.2:</b> 270d, 295a, 326-327, 327a, 327a</p> <p><b>6.3:</b> 334d, 359i, 364d, 383b, 389i, 424d, 447i, 452d, 479i, 481a, 483a</p> <p><b>6.4:</b> 24d, 49i, 54d, 81i, 85e, 146d, 175i, 178-179, 179a</p> <p><b>6.5:</b> 244d, 263i, 322-323</p> <p><b>6.6:</b> 332d, 353i, 390d, 403a, 417i, 477a</p>
LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	<p><b>6.1:</b> 46–47, 47a, 120-121, 122c-122d, SG•52, SG•56, 165a</p> <p><b>6.2:</b> 177c, 178-179, 1848-185, 190-191, 191a, 194-195, 201h, 210-211, 218-219, 224-225, 231h, 231l—231m, 298-299, 306-307, 308-309, 314-315, 316-317</p> <p><b>6.3:</b> 356–357, 357a, 379a, 380-381, 384-385, 385d, SG•23</p> <p><b>6.4:</b> 30-31, 31a, 38-39, 39a, 45a, 66-67, 70-71, 101a, 102-103, UR•12, 145e, 157d, 168-169, 175d, 175p</p> <p><b>6.5:</b> 228-229, 265c, 266-267, 272-273, 273a, 280-281, 289h, 289l-289m, 298-299, 310-311, 311a</p> <p><b>6.6:</b> 350–351, 351a, SG•5, 357e–357f, 369a, SG•20, SG•23, 428–429, 430–431, 434–435, SG52, 458–459, SG•68</p>



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<p>LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</p>	<p><b>6.1:</b> 34-35, 35a, 81c, 82-83, 88-89, 98-99, 100-101, 101a, 107h, 107l-107m  <b>6.2:</b> 198-199, 199a, 233c, 240-241, 250-251, 251a, 267c, 268-269, 274-275, 275a, 280-281, 286-287, 295h, 295l-295m, 305a  <b>6.3:</b> 430-431, 431a, 436-437, 437a  <b>6.4:</b> 21c, 22-23, 28-29, 29a, 36-37, 37a, 40-41, 49h, 49l-49m, 51c, 52-53, 68-69, 83c, 84-85, 90-91, 91a, 98-99, 99a, 102-103, 103a, 109h, 109l-109m, 150-151, 151a, 152-153, 153a, 162-163  <b>6.5:</b> 194-195, 195a, 241c, 242-243, 248-249, 249a, 256-257, 263h, 263l-263m, 274-275, 275a  <b>6.6:</b> 338-339, 387c, 388-389, 394-395, 395a, 402-403, 403a, 408-409, 417h, 417l-417m, 460-461</p>
<p>LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</p>	<p><b>6.1:</b> 120-121,  <b>6.2:</b> 210-211, 211a, 212-213, 220-221, 233c, 234-235, 240-241, 244-245, 265h, 265l-265m, 300d, 312-313, 317c  <b>6.3:</b> 389a  <b>6.4:</b> 51c, 52-53, 74c, 74-75, 76-77  <b>6.5:</b> 273a  <b>6.6:</b> 347c, 409c, 412-413, 413a, 414-415, 439a, 470-471</p>
<p>LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)</p>	<p><b>6.1:</b> 26-27, 44-45, 56-57, 76-77, 86-87, 114-115, 132-133, 144-145, 164-165  <b>6.2:</b> 182-183, 198-199, 208-209, 238-239, 272-273, 290-291, 302-303  <b>6.3:</b> 336-337, 354-355, 366-367, 384-385, 396-397, 414-415, 426-427, 444-445, 454-455  <b>6.4:</b> 26-27, 44-45, 56-57, 74-75, 88-89, 106-107, 116-117, 136-137, 148-149, 170-171  <b>6.5:</b> 188-189, 210-211, 220-221, 236-237, 246-247, 260-261, 270-271, 284-285, 296-297, 318-319  <b>6.6:</b> 334-335, 360-361, 380-381, 392-393, 412-413, 424-425, 444-445, 456-457, 468-469</p>

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LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres	<p><b>6.1:</b> 26-39, 39a, 144-159, 159a  <b>6.2:</b> 208-223, 228-229, 238-255, 260-261, 302-315, 320-321  <b>6.3:</b> 426-439, 439a, 444c, 444-445, 445a, 480-483  <b>6.4:</b> 26-39, 88-101, 148-165, 170-173  <b>6.5:</b> 246-255, 255a, 260c, 260-261, 261a  <b>6.6:</b> 334-345, 345a</p>
LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective	<p><b>6.1:</b> 56-71, 76-77, 88-89, 104-105, 144-159  <b>6.2:</b> 208-223, 228-229, 260-261m 302-315, 320-321  <b>6.3:</b> 366-379, 426-429  <b>6.4:</b> 26-39, 44-47, 46-69, 88-101,  <b>6.5:</b> 220-231, 246-255  <b>6.6:</b> 334-345, 350-351, 360-375, 380-383, 412-415, 424-439, 444-447, 456-463, 468-473</p>
LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources	<p><b>6.1:</b> 139c, 148-149k, 160-161, UR•54  <b>6.2:</b> 203c, 204-205, 214-215, 222-223, 224-225, 285a, UR•24  <b>6.3:</b> 331c, 332-333, 342-343, 350-351, 361c, 362-363, 372-373, 373a, 375a, 378-379, 379a, 380-381, UR•14, UR•24  <b>6.4:</b> 32-33, 34-35, 36-37, 38-39, 40-41, 58-59, 60-61, 61a, 70-71, 94-95, 98-99, 102-103, 122-123, 132-133, 150-151  <b>6.5:</b> 192-193, 198-199, 204-205, 230-231, 265c, 266-267, 276-277, 277a, 280-281, UR•44  <b>6.6:</b> 329c, 330-331, 340-341, 346-347, 362-363, 363a, 365a, 372-373, UR•14</p>

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LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	<p><b>6.1:</b> 26-27, 44-45, 56-57, 76-77, 86-87, 114-115, 132-133, 144-145, 164-165</p> <p><b>6.2:</b> 182-183, 198-199, 208-209, 238-239, 272-273, 290-291, 302-303</p> <p><b>6.3:</b> 336-337, 354-355, 366-367, 384-385, 396-397, 414-415, 426-427, 444-445, 454-455</p> <p><b>6.4:</b> 26-27, 44-45, 56-57, 74-75, 88-89, 106-107, 116-117, 136-137, 148-149, 170-171</p> <p><b>6.5:</b> 188-189, 210-211, 220-221, 236-237, 246-247, 260-261, 270-271, 284-285, 296-297, 318-319</p> <p><b>6.6:</b> 334-335, 360-361, 380-381, 392-393, 412-413, 424-425, 444-445, 456-457, 468-469</p>
LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	<p><b>6.1:</b> 40-41, 72-73, 100-101, 128-129, 160-161</p> <p><b>6.2:</b> 194-195, 224-225, 256-257, 286-287, 316-317</p> <p><b>6.3:</b> 350-351, 410-411, 440-441, 472-473</p> <p><b>6.4:</b> 70-71, 102-103, 132-133, 166-167</p> <p><b>6.5:</b> 206-207, 232-233, 256-257, 280-281, 314-315</p> <p><b>6.6:</b> 346-347, 376-377, 408-409, 440-441, 464-465</p>
LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	<p><b>6.1:</b> 140-141, 142-143, 161b, 168-169</p> <p><b>6.2:</b> 204-205, 206-207, 225b, 230-231</p> <p><b>6.3:</b> 449b, 450-451, 452-453, 473b, 478-479</p> <p><b>6.4:</b> 3b, 84-85, 86-87, 103b, 108-109</p> <p><b>6.5:</b> 291b, 292-293, 294-295, 315b, 320-321</p> <p><b>6.6:</b> 19b, 420-421, 422-423, 441b, 448-449</p>

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LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text	<p><b>6.1:</b> 26-27, 51c, 52-53, 62-63, 63a, 65a, 68-69, 72-73, 86-87, 87a, 114-115, 144-145</p> <p><b>6.2:</b> 182-183, 208-209, 238-239, 272-273, 302-303</p> <p><b>6.3:</b> 336-337, 366-367, 396-397, 426-427, 454-455</p> <p><b>6.4:</b> 26-27, 56-57, 57a, 83c, 84-85, 94-95, 95a, 102-103, 103a, 116-117, 117a, 148-149, 149a, UR•34</p> <p><b>6.5:</b> 188-189, 189a, 220-221, 221a, 246-247, 270-271, 296-297</p> <p><b>6.6:</b> 387c, 388-389, 400-401, 406-407, 408-409, UR•33, UR•34, UR•35</p>
LA 6.1.6.p Respond to text verbally, in writing, or artistically	<p><b>6.1:</b> 32c, 40-41, 42-43, 64c, 72-73, 73a, 75b, 83e, 94c, 100-101, 102-103, 122c, 128-129</p> <p><b>6.2:</b> 177c, 178-179, 190c, 194-195, 195a, 196-197, 224-225, 225a, 226-227, 256-257, 257a</p> <p><b>6.3:</b> 346c, 346d, 350-351, 351a, 352-353, 372c, 372d, 380-381, 381a, 383b, 410-411, 411a, 413b</p> <p><b>6.4:</b> 36c-36d, 40-41, 41a, 42-43, 64c-64d, 70-71, 71a, 96c, 96d, 102-103, 103a, 105b, 126c-126d</p> <p><b>6.5:</b> 200c-200d, 206-207, 207a, 228c-228d, 232-233, 233a, 252c-252d, 259b, 280-281, 281a</p> <p><b>6.6:</b> 342c-343d, 348-349, 368c-368d, 376-377, 378-379, 402c-402d, 408-409, 432c-432d, 440-441, 441a, 442-443</p>

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<b>Writing</b>	
<b>LA 6.2 Students will learn and apply writing skills and strategies to communicate.</b>	
<b>LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</b>	
<p>LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions</p>	<p><b>6.1:</b> 23b, 23e-23f, 31d-31e, 43a, 43b-43c, 75b-75c, 83b, 83e-83f, 93d-93e, 103a, 103b-103c, 121d-121e, 151d-151e, WP•1</p> <p><b>6.2:</b> 179e-179f, 189d-189e, 196-197, 197b-197c, 235e-235f, 259a, 259b-259c, 269e-269f, 299e-299f, 209b, WP•1, WP•2, WP•4</p> <p><b>6.3:</b> 333e-333f, 345d-345e, 363e-363f, 371d-371, 383b-383c, 403d-403e, 433d-433e, 451e-451f, WP•1, WP•2, WP•3, WP•4</p> <p><b>6.4:</b> 23e-23f, 35d-35e, 53e-53f, 85e-85f, 95d-95e, 113e-113f, 125d-125e, 145e-145f, 157d-157e, WP•1, WP•2, WP•3, WP•4</p> <p><b>6.5:</b> 185e-185f, 199d-199e, 227d-227e, 251d-251e, 275d-275e, 283b-283c, 305d-305e, WP•1, WP•2-WP•3, WP•4</p> <p><b>6.6:</b> 341d-341e, 401d-401e, 431d-431e, 459d-459e, WP•1, WP•2-WP•3, WP•4</p>

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<p>LA 6.2.1.b Generate a draft by:</p> <p>-Selecting and organizing ideas relevant to topic, purpose, and genre</p>	<p><b>6.1:</b> 49b, 53e–53f, 74–75, 79b, 103b–103c, 107b, 111e–111f, 141e–141f, 151d–151e, 163b–163c, SG70, SG75, WP•2–WP•3</p> <p><b>6.2:</b> 189d–189e, 197b–197c, 201d–201e, 227b–227c, 231d–231e, SG54, SG64, 323a, WP•2–WP•3, WP•6, WP•8, WP•9</p> <p><b>6.3:</b> 359a, SG12, 371d–371e, 383b–383c, 389d–389e, 403d–403e, SG38, 443b–443c, SG54, 461d–461e, 475b–475c, 479d–479e, WP•1, WP•2–WP•3</p> <p><b>6.4:</b> 49d–49e, SG•6, SG•11, SG•12, SG•16, 73b–73c, 81d–81e, 81p–81q, 95d–95e, 109a, 109d–109e, SG•38, SG•43, SG•48, 125d–125e, 135b–135c, 141d–141e, 157d–157e, 169b–169c, 175d–175e, WP•6</p> <p><b>6.5:</b> 199d–199e, 213d–213e, SG•6, SG•11, 239d–239e, 251d–251e, 259b–259c, 267d–267e, 283b–283c, SG55, SG56, 317b–317c, WP•4</p> <p><b>6.6:</b> 341d–341e, 357e–357f, 389e–389f, 411b–411c, 421e–421f, 453e–453f, 459d–459e, WP•8</p>
<p>-Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity</p>	<p><b>6.1:</b> 111d, 121c, 129ce, 130-0131, 137c, 137o, 137p, WP•7, UR•16, UR•46</p> <p><b>6.2:</b> 281d</p> <p><b>6.5:</b> 217d, 227c, 233e, 234-235, 239c, 239o, 239p, 293d, 305c, 315c, 316-317, 321c, 321o, 321p, UR•26, UR•56</p> <p><b>6.6:</b> 331d, 341c, 347e, 348-349, 353c, 353o, 353p, 357d, 367c, 377e, 378-379, 385c, 385o, 385p, UR•16</p>
<p>-Concluding with detailed summary linked to the purpose of the composition</p>	<p><b>6.1:</b> 31e, 111e, WP•4, WP•5</p> <p><b>6.2:</b> 289a</p> <p><b>6.3:</b> 393e, 413a423e, 443a, 461e</p> <p><b>6.4:</b> 63d, 73a, 73b, WP•4, WP•5</p> <p><b>6.5:</b> 185f, 217e, 235a, 259a, WP•4, WP•5</p>

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LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	<p><b>6.1:</b> 49d-49e, 79d-79e, 107d-107e, 137d-137e, 169d-169e, WP•7-WP•8</p> <p><b>6.2:</b> 201d-201e, 231d-231e, 265d-265e, 295d-2975e, 295p, 323d-323e, WP•7-WP•8</p> <p><b>6.3:</b> 359d-359e, 389d-389e, 419d-419e, 447d-447e, 479d-479e, WP•7-WP•8</p> <p><b>6.4:</b> 49d-493, 81d-81e, 109d-109e, 141d-141e, 175d-175e, WP•7-WP•8</p> <p><b>6.5:</b> 213d-213e, 239d-239e, 263d-263e, 289d-289e, 321d-321e, WP•7-WP•8</p> <p><b>6.6:</b> 353d-353e, 385d-385e, 417d-417e, 449d-449e, 475d-475e, WP•7-WP•8</p>
LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	<p><b>6.1:</b> 49e, 79e, 107e, 137e</p> <p><b>6.2:</b> 201e, 231e, 265e, 323e</p> <p><b>6.3:</b> 353e, 389e, 419e, 447e, 479e</p> <p><b>6.4:</b> 49e, 109e, 141e, 175e</p> <p><b>6.5:</b> 239e, 263e, 289e, 321e</p> <p><b>6.6:</b> 353e, 385e, 417e, 449e</p>
LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	<p><b>6.1:</b> 49p, 79p, 107p, 137p, 169o, WP•9</p> <p><b>6.2:</b> 269d, 281c, 287c, 288-289, 295c, 323p, UR•46, WP•9</p> <p><b>6.3:</b> 359p, 389p, 419p0, 447p, 479p, WP•9</p> <p><b>6.4:</b> 49p-49q, 53d, 63c, 71e, 72-73, 81c, 81o, 81p, WP•9</p> <p><b>6.5:</b> 185d, 199c, 207e, 208-209, 213c, 213p, 293d, 305c, 315e, 316-317, 321c, 321o, 321p, WP•9</p> <p><b>6.6:</b> 331d, 341c, 347e, 348-349, 353c, 353o, 353p, 421d, 431c, 441e, 442-443, 449c, 449o, WP•9</p>
LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)	<p><b>6.1:</b> 49q, 79q, 107q, 137q, 169q, WP•10</p> <p><b>6.2:</b> 201q, 231q, 265q, 295q, 323q, WP•10</p> <p><b>6.3:</b> 359q, 389q, 419q, 447q, 479q, WP•10</p> <p><b>6.4:</b> 49q, 81q, 109q, 141q, 175q, WP•10</p> <p><b>6.5:</b> 213q, 239q, 263q, 289q, 321q, WP•10</p> <p><b>6.6:</b> 353q, 385q, 417q, 449q, 475q, WP•10</p>

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<b>LA 6.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.</b>	
<p>LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p>	<p><b>6.1:</b> 53e-53f, 63d-63e, 74-75, 75a-75c, 79d-79e, 79p-79q, 141e-141f, 151d-151e, 162-163, 163a-163c, 169d-169e, 169p-169q, WP•1-WP•10</p> <p><b>6.2:</b> 179e-179f, 189d-189e, 196-197, 197a-197c, 210d-210e, 201p-201q, 229e-229f, 309d-209e, 318-319, 319a-319c, 323d-323e, 323p-323q, WP•1-WP•10</p> <p><b>6.3:</b> 363e-363f, 371d-371e, 382-383, 383a-383c, 389d-389e, 389p-389q, 423e-423f, 433d-433e, 442-443, 443a-443c, 447d-447e, 447p-447q, WP•1-WP•10</p> <p><b>6.4:</b> 85e-85f, 95d-95e, 104-105, 105a-105e, 109d-109e, 109p-109q, 113e-113f, 125d-125e, 134-135, 135a-135c, 141d-141e, 141p-141q, WP•1-WP•10</p> <p><b>6.5:</b> 267e-267f, 275d-275e, 282-283, 283a-283c, 389d-389e, 389p-389q, 392e-392f, 305d-305e, 316-317, 317a-317c, 321d-321e, 321p-321q, WP•1-WP•10</p> <p><b>6.6:</b> 421e-421f, 431d-431e, 442-443, 443a-443c, 449d-449e, 449p-449q, 453e-453f, 459d-349e, 466-467, 467a-467c, 475d-475e, 475p-475q, WP•1-WP•10</p>
<p>LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)</p>	<p><b>6.1:</b> 53e-53f, 63d, 74-75, 79d, 79p, 111e, 121d, 130-131, 137d, 137p</p> <p><b>6.2:</b> 179e, 189d, 196-197, 201d, 201p-201q, 299e, 309d, 318-319, 323d, 323p</p> <p><b>6.3:</b> 333e, 345d, 352-353, 359d, 359p, 363e, 371d, 382-383, 389d, 389p</p> <p><b>6.4:</b> 145e, 157d, 168-169, 175d, 175p</p> <p><b>6.5:</b> 185d, 199d, 208-209, 213d, 213p, 217e, 227d, 234-235, 239d, 239p, 267e, 275d, 282-283, 289d, 289p</p> <p><b>6.6:</b> 389e, 401d, 410-411, 417d, 417p, 421e, 431d, 442-443, 449d, 449p, 453e, 459d, 466-467, 475d, 475p</p>



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LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)	<p><b>6.1:</b> 23e-23f, 53e-53f, 83e-83f, 111e-111f, 141e-141f</p> <p><b>6.2:</b> 179e-179f, 205e-205f, 235e-235f, 269e-269f, 299e-299f</p> <p><b>6.3:</b> 333e-333f, 363e-363f, 393e-93f, 423e-423f, 451e-451f</p> <p><b>6.4:</b> 23e-23f, 53e-53f, 85e-85f, 113e-113f, 145e-145f</p> <p><b>6.5:</b> 185e-185f, 217e-217f, 243e-243f, 267e-267f, 293e-293f</p> <p><b>6.6:</b> 331e-331f, 357e-357f, 389e-389f, 421e-421f, 453e-453f</p>
LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)	<p><b>6.1:</b> 23e-23f, 31d-31e, 42-43, 43a-43c, 111e-111f, 121d-121e, 130-131, WP•1-WP•10</p> <p><b>6.2:</b> 179e-179f, 189d-189e, 196-197, 309d, WP•6, WP•8</p> <p><b>6.3:</b> 371d, 451e-451f, 461d-461e, 474-475, WP•1-WP•10</p> <p><b>6.4:</b> 23e-23f, 35d-35e, 42-43, 135a-135b</p> <p><b>6.5:</b> 293e, 293f, 305d-305e, 316-317, 317a-317c</p> <p><b>6.6:</b> 421e-421f, 431d-431e, 442-443, 443a-443</p>
LA 6.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece	<p><b>6.1:</b> 23e, 42-43, 43b, 53e, 74-75, 75b, 83e, 102-103, 103b, 111e, 130-131, 131b, 141e, 162-163</p> <p><b>6.2:</b> 179e, 196-197, 197b, 105e, 226-227, 227b, 235e, 258-259, 259b, 269e, 288-289, 299e, 318-319</p> <p><b>6.3:</b> 333e, 352-353, 363e, 382-383, 383b, 393e, 412-413, 413b, 423e, 442-443, 443b, 451e, 474-475</p> <p><b>6.4:</b> 23e, 42-43, 43b, 53e, 73a-73c, 85e, 104-105, 105b, 113e, 134-135, 135b, 145e, 168-169, 169b</p> <p><b>6.5:</b> 185e, 208-209, 217e, 234-235, 235b, 243e, 258-259, 259b, 267e, 282-283, 293e, 316-317, 317b</p> <p><b>6.6:</b> 331e, 348-349, 349b, 357e, 378-379, 379b, 389e, 410-411, 421e, 442-443, 443b, 450d, 466-467</p>

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<b>Speaking &amp; Listening</b>	
<b>LA 6.3 Students will learn and apply speaking and listening skills and strategies to communicate.</b>	
<b>LA 6.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.</b>	
LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	<p><b>6.1:</b> 49a, SG•6, SG•16, SG•32, SG•38, 107a, SG•54, SG•59, SG•64, 169a, SG•70</p> <p><b>6.2:</b> 201a, SG•6, SG•11, SG•16, SG•22, SG•32, SG•38, SG•48, SG•54, SG•64, SG•70</p> <p><b>6.3:</b> 359a, 359n, SG•16, SG•38, SG•43, SG•48, SG•54, SG•64, SG•70, SG•80</p> <p><b>6.4:</b> 49a, 49n, 109a, SG•38, SG•44, SG•54, 175a, SG•70</p> <p><b>6.5:</b> 213a, SG•6, SG•16, 239a, SG•22, SG•38, SG•43, SG•48, SG•64, 321a, 321n</p> <p><b>6.6:</b> 353a, SG•6, SG•16, 385n, SG•22, SG•32, 417n, SG•38, SG•43, SG•54, SG•70, SG•80</p>
LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations	<p><b>6.1:</b> 49a, SG•7, 107a, 111e-111f, 121d-121e, SG•54, SG•55, SG•59, SG•64, 169a</p> <p><b>6.2:</b> 179e-179f, 189d-189f, 196-197, 201a, SG•54, SG•55, SG•59, SG•64, 309d-309e, 318-319, 319a, 323d</p> <p><b>6.3:</b> 359a, 359n, SG•18, SG•38, SG•43, SG•48, 420j, 420-421, SG•70, SG•75, SG•80</p> <p><b>6.4:</b> 49a, 49n, 81a, 109a, 175a, SG•55, SG•76</p> <p><b>6.5:</b> 185E-185f, 199d, 208-209, 209b, 213a, 213d-213e, 217f, 234-235, 239a, 239d-239e, WP•1-WP•10</p> <p><b>6.6:</b> 353a, SG•22, SG•27, SG•32, 353a, 385n, SG•39</p>
LA 6.3.1.c Utilize available media to enhance communication	<p><b>6.1:</b> SG•6, SG•16, 79a, 107a, SG•38</p> <p><b>6.2:</b> SG•6, SG•11, SG•16, SG•22, SG•32, SG•54, SG•64, 323a</p> <p><b>6.3:</b> SG•38, SG•43, SG•48</p> <p><b>6.4:</b> 109a, SG•70</p> <p><b>6.5:</b> 239a, SG•22, SG•38, SG•43, SG•48</p> <p><b>6.6:</b> SG•22, SG•32, SG•38, 449a</p>

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<b>LA 6.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.</b>	
LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	<p><b>6.1:</b> 20j, 24a, 49a, 49g, 49n, 79a, 79n, 104d, 107e, 107n, 132a, 137n, 141f, 164a  <b>6.2:</b> 179a, 189e, 198d, 201a, 213e, 228a, 231e, 236a, 265g, 269a, 295a, 295g, 323a  <b>6.3:</b> 333a, 354d, 359a, 359n, 363f, 371e, 389a, 389n, 393a, 403e, 419a, 419n, 447n  <b>6.4:</b> 23a, 36a, 44d, 64a, 73c, 81a, 88a, 109a, 113f, 135c, 141a, 141q, 158a, 175a  <b>6.5:</b> 185a, 185f, 200a, 209c, 213q, 227e, 235c, 239a, 239e, 260a, 263a, 289a, 321a  <b>6.6:</b> 331a, 331f, 349c, 353a, 353n, 367e, 385a, 385n, 417n, 449a, 449n, 475a, 475n</p>
LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information	<p><b>6.1:</b> 83a, 94a, 104a, 107e, 111f, 131c, 139c, 148-149, 151e, 152e, 160-161, UR•54  <b>6.2:</b> 179f, 189e, 197c, 198d, 201a, 205f, 225c, 227c, 231e, 259c, 265e, 265q, 286a  <b>6.3:</b> 345e, 359q, 361c, 362-363, 372-373, 373a, 375a, 378-379, 379a, 380-381, UR•24  <b>6.4:</b> 49n, 73c, 81g, 81n, 95e, SG•22, SG•27, SG•32, 103c, 105c, 109n, 141n, 175n  <b>6.5:</b> 213n, 217f, 235c, 239e, 239f, 259c, 263n, 268d, 275e, 277a, 289e, 321a, 321n  <b>6.6:</b> 329c, 330-331, 340-341, 346-347, 353a, 353n, SG•16, 385n, SG•28, SG•32, 417n, SG•39, 449n, 475n, UR•15</p>
LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated	<p><b>6.1:</b> 49a, 49n, 79a, 79n, 107a, 107n, 137a, 169a, 169n  <b>6.2:</b> 201a, 201n, 231a, 231n, 265a, 265n, 295a, 295n, 323a, 323n  <b>6.3:</b> 359a, 359n, 389a, 389n, 419a, 419n, 447n, 479a, 479n  <b>6.4:</b> 49n, 81a, 81n, 109a, 109n, 141a, 141n, 175a, 175n  <b>6.5:</b> 213a, 213n, 239a, 239n, 263a, 263n, 289a, 289n, 321a, 321n  <b>6.6:</b> 353a, 353n, 385a, 385n, 417a, 417n, 449a, 449n, 475a, 475n</p>

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<b>LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.</b>	
LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	<b>6.1:</b> 54c, 63a, 79i <b>6.2:</b> 270c, 295i <b>6.3:</b> 334c, 359i <b>6.4:</b> 146c, 146d, 175i <b>6.5:</b> 268c, 289i <b>6.6:</b> 390d, 403a, 417i, 454c, 454d, 475i
LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	<b>6.1:</b> 49a, 79a, 107a, 137a, 169a <b>6.2:</b> 231a, 265a, 295a, 323a <b>6.3:</b> 359a, 389a, 419a, 447a, 479a <b>6.4:</b> 81a, 109a, 141a, 175a <b>6.5:</b> 213a, 239a, 263a, 289a, 319a <b>6.6:</b> 353a, 385a, 417a, 449a, 475a
LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	<b>6.1:</b> 20j, 32a, 49g, 53a, 64a, 75c, 79f, 94a, 104d, 107q, 111f, 131c, 132a, 137e, 141a, 141f, 142a, 152e, 163c, 164d, 169g <b>6.2:</b> 179a, 180a, 198d, 201e, 205f, 213e, 227c, 231e, 231q, 236a, 246a, 265e, 265q, 269f, 270a, 281e, 289c, 290d, 295e, 299a <b>6.3:</b> 333a, 334a, 345e, 354a, 359e, 363f, 364a, 371e, 389e, 393f, 403e, 413c, 419e, 423a, 433e, 443c, 447e, 447q, 452a, 461e <b>6.4:</b> 24a, 43c, 44d, 49e, 54a, 64a, 74d, 81g, 81q, 88a, 95e, 106a, 109q, 113f, 125e, 135c, 136d, 141q, 145f, 157e, 170a <b>6.5:</b> 185a, 186a, 209c, 210d, 213q, 218a, 235c, 236d, 239g, 243a, 259c, 260a, 263e, 267f, 275e, 283c, 289e, 289q, 293f, 305e <b>6.6:</b> 342a, 350a, 353q, 357f, 379c, 380a, 385q, 389a, 402a, 411c, 412d, 417q, 421a, 422a, 444a, 449g, 453a, 459e, 468d, 475g

**Scott Foresman Reading Street Common Core, Grade 6, ©2013  
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 6
<b>Multiple Literacies</b>	
<b>LA 6.4 Students will identify, locate, and evaluate information.</b>	
<b>LA 6.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</b>	
LA 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	<b>6.1:</b> 31b, 49b, SG•6, SG•11, SG•16, 63b, 93b, 101c, 101e, 107b, 121b, SG•54, SG•59, SG•60, 151b, 161c, 161d <b>6.2:</b> 189b, SG•6, SG•11, SG•16, 213b, SG•22, 245b, 260c, SG•34, SG•38, 281b, SG•54, SG•64, 309b, 317d, SG•70 <b>6.3:</b> 345b, SG•6, 371b, 403b, SG•38, 433b, 461b, 473c <b>6.4:</b> 35b, SG•6, SG•16, 63b, 71d, 95b, 125b, 157b, 167d <b>6.5:</b> 199b, 227b, SG•22, SG•27, 251b, 275b, 284c, 305b, 315c, 315d, SG70, SG•75, SG•80 <b>6.6:</b> 341b, 267b, 367b, 385b, 401b, 409d, 431b, 459b
LA 6.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)	<b>6.1:</b> 31b, 63b, 169b <b>6.2:</b> 189b, 295b, 309b <b>6.3:</b> 371b, 403b, 433b <b>6.4:</b> 35b, 63b, 95b, 125b, 157b <b>6.5:</b> 199b, 227b, 239b, 251b, 275b, 305b <b>6.6:</b> 341b, 347d, 367b, 379b, 385b, 401b, 431b, 459b
LA 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	This standard can be addressed in connection with the following activities: <b>6.1:</b> 31b, 63b, 93b, 104e, 104-105, 105a, 151b <b>6.2:</b> 213b, 239b, 281b, 309b <b>6.3:</b> 403b <b>6.4:</b> 35b, 71c, 136c, 136-139, 139a <b>6.5:</b> 227b, 251b <b>6.6:</b> 367b, 459b
LA 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	This standard can be addressed in connection with the following activities: <b>6.1:</b> 31b, 63b, 93b, 104e, 104-105, 105a, 121b, 151b <b>6.2:</b> 189b, 245b, 260c, 260-263, 263a, 281b, 309b <b>6.3:</b> 403b, 433b <b>6.4:</b> 35b, 63b, 95b, 125b, 157b <b>6.5:</b> 199b, 227b, 251b, 305b <b>6.6:</b> 341b, 401b, 431b, 441c, 459b

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<b>Nebraska Academic Standards for Language Arts</b>	<b>Scott Foresman Reading Street, ©2013 Grade 6</b>
LA 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	This standard can be addressed in connection with the following activities: <b>6.1:</b> 79a, 81a, 107a, 169a <b>6.2:</b> 231a, 323a <b>6.4:</b> 109a <b>6.5:</b> 239a, 321a <b>6.6:</b> 353a, 385a, 449a
LA 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	<b>6.1:</b> 49n, 79a, 79n, 104e, 104-105, 105a, 107n, 137a, 137n, 169n <b>6.2:</b> 201n, 231a, 231n, 265a, 265n, 295a, 295n, 323a, 323n <b>6.3:</b> 359n, 389n, 419n, 447n, 479n <b>6.4:</b> 49n, 81n, 109n, 141n, 175n <b>6.5:</b> 213a, 213n, 239n, 263n, 289n, 321n <b>6.6:</b> 353n, 385n, 417n, 449a, 449n, 475a, 475n
LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	This standard can be addressed in connection with the following writing activities: <b>6.1:</b> 31b, 63b, 93b, 104e, 104-105, 105a, 121b, 151b <b>6.2:</b> 189b, 245b, 260c, 260-263, 263a, 281b, 309b <b>6.3:</b> 403b, 433b <b>6.4:</b> 35b, 63b, 95b, 125b, 157b <b>6.5:</b> 199b, 227b, 251b, 305b <b>6.6:</b> 341b, 401b, 431b, 441c, 459b