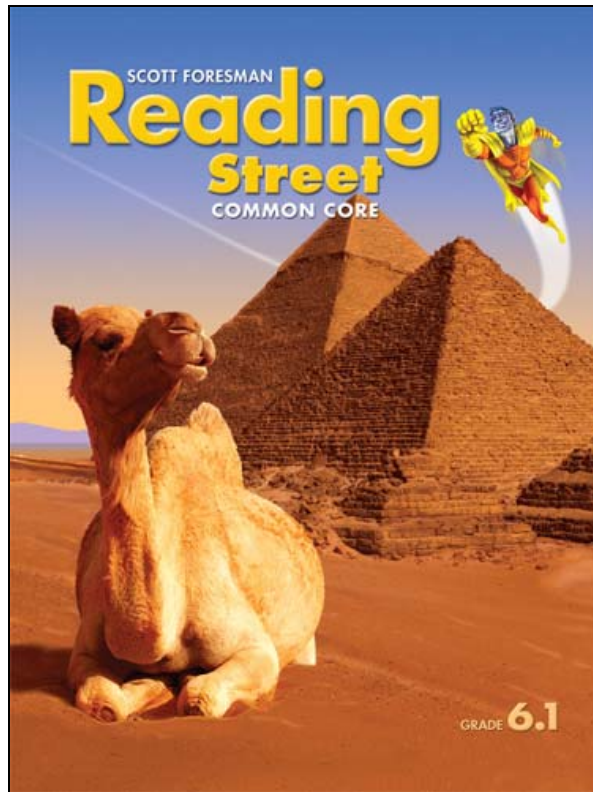


A Correlation of
**Scott Foresman
Reading Street
Grade 6, © 2013**



To the
**Oklahoma Academic Standards
for English Language Arts
Grade 6**

A Correlation of Scott Foresman Reading Street, Grade 6, ©2013, to the Oklahoma Academic Standards for English Language Arts, Grade 6

Introduction

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

Reading Street is a comprehensive reading program 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. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street is built to help teachers easily implement 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.

At the heart of **Reading Street** is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students' higher-order thinking skills. *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 instruction and research activities within **Reading Street** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and knowledge for various purposes.

Reading Street's instruction for all learners 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 progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Reading Street standards-based assessment program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, and *Unit/End of Year Benchmark Tests* assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within **Reading Street** echoes the same easy and manageable organization as the print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn.

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Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 6, ©2013
6th Grade	
1: Speaking and Listening – Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading- Students will develop and apply effective communication skills through speaking and active listening.	
6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.	TE 1: SG•6–SG•7 TE 2: 230–231, 231a, 265a, 322–323, SG•66, SG•71, SG•76 TE 3: 389b, 478–479 TE 4: 49a TE 5: WP•8 TE 6: 353a
6.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	TE 2: SG•54–SG•55, SG•59, SG•64 TE 3: SG•38–SG•39, SG•43, SG•48, SG•70–SG•71, SG•75 TE 4: 49a, 49n, 80–81, 81a, 81n, SG•22–SG•23, SG•27, SG•32, 108–109, 109a, 109n, 141n, 175n, SG•51, SG•61 TE 5: 213n, 239a, 239n, 263n, 289n, 321a, 321n, WP•10 TE 6: 353a, 353n, SG•6, SG•11, SG•16, 385n, 417n, 449n, 475n

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<p>6.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>This objective is met throughout Reading Street. Refer to the following examples: TE 1: 21a-21b, 24a-24b, 32a-32b, 44a-44b, 49a, 51a, 54a-54b, 76a-76b, 78-79, 79a, 81a, 84a-84b, 94a-94b, 104a-104b, 107n-107o, 109a, 112a-112b, 139a, 142a-142b, 152a-152b, 163c, 164a-164b, 169a, UR•36-UR•37, UR•46-UR•47 TE 2: 176-177, 177a, 180a-180b, 190a-190b, 198b, 201a, 202-203, 203a-203b, 206a-206b, 214a-214b, 228a-228b, 231a, 232-233, 233a-233b, 236a-236b, 246a-246b, 260a-260b, 264-265, 265a, 282a-282b, 290a-290b, 296-297, 297a-297b, 300a-300b, 310a-310b, 320a-320b, 323a, UR•6-UR•7, UR•16-UR•17, UR•46-UR•47 TE 3: 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, 391a-391b, 394a-394b, 404a-404b, 414a-414b, 421a-421b, 424a-424b, 434a-434b, 444a-444b, 446-447, 447a, 449a-449b, 452a-452b, 462a-462b, 476a-476b, 479a, UR•26-UR•27, UR•36-UR•37, UR•46-UR•47 TE 4: 20-21, 21a, 24a-24b, 36a-36b, 44a-44b, 49a, 50-51, 51a-51b, 54a-54b, 64a-64b, 74a-74b, 82-83, 83a-83b, 86a-86b, 96a-96b, 106a-106b, 110-111, 111a, 114a-114b, 126a-126b, 136a-136b, 142-143a, 146a-146b, 158a-158b, 170a-170b, UR•6-UR•7, UR•16-UR•17, UR•46-UR•47 TE 5: 182-183, 183a, 186a, 186b, 200a, 200b, 210a, 210b, 214-215, 215a, 218a, 218b, 228a, 228b, 236a, 236b, 240-241, 241a, 244b, 252a, 252b, 260a, 260b, 264-265, 265a, 268a, 268b, 276a, 276b, 284a, 284b, 290-291, 291a, 294a, 294b, 306a, 306b, 318a, 318b, UR•6, UR•7, UR•16, UR•17, UR•27, UR•36, UR•37, UR•46 TE 6: 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, 419a, 422a, 422b, 432a, 432b, 444a, 444b, 451a, 454a, 454b, 460a, 460b, 468a, 468b, 475a, UR•6, UR•7, UR•16, UR•17, UR•27, UR•37, UR•46, UR•47</p>

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Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.	<p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: 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</p> <p>TE 4: 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</p> <p>TE 5: 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</p> <p>TE 6: 353a, 353n, 385n, 417a, 417n, 449a, 449n, SG•54, SG•59, SG•64, 475n</p>
6.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	<p>TE 1: SG•6–SG•7, 93a, 104d, 132d,</p> <p>TE 2: 230–231, 231a, 265a, 322–323, SG•66, SG•71, SG•76</p> <p>TE 3: 389b, 478–479</p> <p>TE 4: 49a, SG•22, 117a</p> <p>TE 5: 285a, WP•8</p> <p>TE 6: 353a</p>
2: Reading Foundations – Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.	

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<p>2: Reading and Writing Process – Students will use a variety of recursive reading and writing processes.</p>	
<p>Reading-Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>6.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p>	<p>TE 1: 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>TE 2: 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>TE 3: 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, 406-407a, 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>

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<p>Continued 6.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p>	<p>Continued TE 4: 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 TE 5: 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 TE 6: 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>6.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.</p>	<p>TE 1: 26-27, 44c-44d, 56-57, 76c-76d, 86-87, 104c-104d, 114-115, 132c-132d, 144-145, 164c-164d TE 2: 190-191, 198c-198d, 208-209, 228c-228d, 246-247, 260c-260d, 272-273, 290c-290d, 302-303, 320c-320d TE 3: 336-337, 354c-354d, 366-367, 384c-384d, 396-397, 414c-414d, 426-427, 444c-444d, 454-455, 476c-476d TE 4: 26-27, 44c-44d, 56-57, 74c-74d, 88-89, 106c-106d, 116-117, 136c-136d, 148-149, 170c-170d TE 5: 188-189, 210c-210d, 220-221, 236c-236d, 246-247, 260c-260d, 270-271, 284c-284d, 296-297, 318c-318d TE 6: 334-335, 350c-350d, 360-361, 380c-380d, 392-393, 412c-412d, 424-425, 444c-444d, 456-457, 468c-468d</p>
<p>6.2.R.3 Students will paraphrase main ideas with supporting details in a text.</p>	<p>TE 1: 20i, 50i, 80i, 82-83, 108i, 121b, 138i, 169b, TE 2: 176i, 180d, 201i, 225c, 266i, 296i, TE 3: 330i, 360i, 390i, 420i, 448i, TE 4: 20i, 50i, 82i, SG•22, SG•32, 103c, 110i, 136-137, 142i, TE 5: 182i, 214i, 240i, 263b, 264i, 268d, 276-277, 284-285, 289i, 290i, TE 6: 328i, 347d, SG•6, 354i, 358d, 367d, 378-379, 379b, 386i, 401b, 418i, 437a, 439a, 450i, WP•6</p>

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Writing - Students will develop and strengthen writing by engaging in a recursive process that includes planning, prewriting, drafting, revising, editing, and publishing.	
<p>6.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p>	<p>TE 1: 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>TE 2: 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>TE 3: 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>TE 4: 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>TE 5: 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>TE 6: 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>

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<p>6.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p>	<p>TE 1: 31d-31e, 42-43a, 43b-43c, 63d-63e, 74-75a, 75b-75d, 93d-93e, 102-103a, 103b-103c, 121d-121e, 130-131a, 131b-131c, 151d-151e, 162-163a, 163b-163c, WP•4, WP•5, WP•6</p> <p>TE 2: 189d-189e, 196-197a, 197b-197c, 213d-213e, 226-227a, 227b-227c, 245d-245e, 258-259a, 259b-259c, 281d-281e, 288-289a, 289b-289c, 309d-309e, 318-319a, 319b-319c, WP•4, WP•5, WP•6</p> <p>TE 3: 345d-345e, 352-353a, 352b-352c, 371d-371e, 382-383a, 382b-383c, 403d-403e, 412-413a, 413b-413c, 433d-433e, 442-443a, 443b-443c, 461d-461e, 474-475a, 475b-475c, WP•4, WP•5, WP•6</p> <p>TE 4: 35d-35e, 42-43a, 43b-43c, 63d-63e, 72-73a, 73b-73c, 95d-95e, 104-105a, 105b-105c, 125d-125e, 134-135a, 135b-135c, 157d-157e, 168-169, 169a, 169b-169c, WP•4, WP•5, WP•6</p> <p>TE 5: 199d-199e, 208-209a, 209b-209c, 227d-227e, 234-235a, 235b-235c, 251d-251e, 258-259a, 259b-259c, 275d-275e, 282-283a, 283b-283c, 305d-305e, 316-317a, 317b-317c, WP•4, WP•5, WP•6</p> <p>TE 6: 341d-341e, 438-349a, 349b-349c, 367d-367e, 378-379a, 379b-379c, 401d-401e, 410-411a, 411b-411c, 431d-431e, 442-443a, 443b-443c, 459d-459e, 466-467q, 467b-467c, WP•4, WP•5, WP•6</p>

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<p>6.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.</p>	<p>TE 1: 121d-121e, 130-131, 131b TE 2: WP•2-WP•3, WP•8-WP•9 TE 3: 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 TE 4: SG•6-SG•7, SG•11, SG•16,85e-85f, 104-105, 105a, 105b, 145e-145f, 168-169, 169a TE 5: 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 TE 6: 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>6.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.</p>	<p>TE 1: 49d-49e, 49p-49q, 79d-79e, 79p-79q, 107d-107e, 107p-107q, 137d-137e, 137p-137q, 169d-169e, 169p-169q, WP•7, WP•8, WP•9 TE 2: 201d-201e, 201p-201q, 231d-231e, 231p-231q, 265d-265e, 265p-265q, 295d-295e, 295p-295q, 323d-323e, 323p-323q, WP•7, WP•8, WP•9 TE 3: 359d-359e, 359p-359q, 389d-389e, 389p-389q, 419d-419e, 419p-419q, 447d-447e, 447p-447q, 479d-479e, 479p-479q, WP•7, WP•8, WP•9 TE 4: 49d-49e, 49p-49q, 81d-81e, 81p-81q, 109d-109e, 109p-109q, 141d-141e, 141p-141q, 175d-175e, 175p-175q, WP•7, WP•8, WP•9 TE 5: 213d-213e, 213p-213q, 239d-239e, 239p-239q, 263d-263e, 263p-263q, 289d-289e, 289p-289q, 321d-321e, 321p-321q, WP•7, WP•8, WP•9 TE 6: 353d-353e, 353p-353q, 385d-385e, 385p-385q, 417d-417e, 417p-417q, 449d-449e, 449p-449q, 475d-475e, 475p-475q, WP•7, WP•8, WP•9</p>
<p>6.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).</p>	<p>TE 2: WP•9 TE 4: WP•9 TE 5: WP•9</p>

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Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 6, ©2013
<p>3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.</p>	
<p>Reading-Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	
<p>6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.</p>	<p>TE 1: 32c, 38–39, 70–71 TE 2: 284–285, UR•43 TE 3: 348–349, 433a, 438–439, 445a, 470–471, SG•74, UR•9, UR•11, UR•39, UR•51 TE 4: 106c, 106–107, SG•38, SG•42, SG•47, SG•48, 121a, 130–131, TE 5: 237a, SG•26, SG•42 TE 6: 335a, 344–345, 396–397, 406–407</p>

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<p>6.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.</p>	<p>TE 1: 24d, 26–27, 28–29, 38–39, 39a, 44–45, 45a, 49h–49i, SG•46, 109c, 112d, 123a, 127a, 132c–132d, 132–133, 132a, 134–135, 135a, SG•53, SG•62, 152–153, 158–159, 167a, UR•41 UR•21 TE 2: 214–215, 215a, 219a, 228–229, 229a, SG•31, 254–255, 255a, 260–261, 261a, 263a, 276–277, 278–279, 279a, 310c, SG•66, SG•76, SG•71, SG•79, UR•19, UR•41 TE 3: SG•14, 355a, 359l–359m, 361c, 366–367, 372–373, 396–397, 397a, 417a, 421c, 422–423, SG•46, 476c–476d, 476–477, 477a, SG•69, UR•29 TE 4: 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, SG•61, TE 5: 189a, SG•5, SG•13, SG•36, SG•46, 325a, SG•52, SG•61, SG•62, SG•78, UR•9, UR•51 TE 6: 350c, SG•2, SG•7, SG•12, 358d, 385i, SG•30, 400–401, 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, UR•8, UR•9, UR•11, UR•12</p>

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6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:	<p>TE 1: 21c, 22-23, 27a, 28-29, 29a, 32c, 38-39, 40-41, 49h, 49l-49m, 50i, 51c, 52-53, 58-59, 59a, 60-61, 61a, 64-65, 65a, 70-71, 72-73, 79h, 79l-79m, 80i, 87a, 94-95, 95a, 97a, 108i, UR•8-UR•13, UR•18-UR•23</p> <p>TE 2: 284-285, 290c-290d, 292-293, 293a, 296i</p> <p>TE 3: 331c, 332-333, 344-345, 345a, 348-349, 360i, 391c, 392-393, 444c-444d, 449c, 450-451, 458-459, 459a, 468-469, 469a, 472-473</p> <p>TE 4: 124-125, 128-129, 130-131, 131a,</p> <p>TE 5: 183c, 184-185, 190-191, 191a, 196-197, 197a, 202-203, 203a, 206-207, 213h, 213l-213m, 214i, 241c, 242-243, 250-251, 254-255, 256-257, UR•8-UR•13</p> <p>TE 6: 418i</p>
• setting	<p>TE 1: 21c, 22-23, 27a, 28-29, 29a, 32c, 38-39, 40-41, 49h, 49l-49m, 50i, 60-61, 61a, UR•8-UR•13</p> <p>TE 2: 290c-290d, 296i</p>
• plot	<p>TE 1: 21c, 22-23, 28-29, 29a, 38-39, 40-41, 49h, 49l-49m, 50i, 60-61, 61a, UR•8-UR•13</p> <p>TE 2: 284-285, 290c-290d,</p> <p>TE 3: 331c, 332-333, 344-345, 345a, 348-349, 360i, 391c, 392-393, 444c-444d, 449c, 450-451, 468-469, 469a, 472-473,</p> <p>TE 4: 124-125, 128-129, 130-131, 131a,</p> <p>TE 5: 183c, 184-185, 190-191, 191a, 196-197, 197a, 202-203, 203a, 206-207, 213h, 213l-213m, 214i, 250-251, 254-255, 256-257, UR•8-UR•13</p>
• characters (<i>i.e., protagonist, antagonist</i>)	<p>TE 1: 32c, 51c, 52-53, 58-59, 59a, 64-65, 65a, 72-73, 79h, 79l-79m, 80i, 94-95, 95a, 97a, 108i, UR•18-UR•23</p> <p>TE 2: 290c-290d, 292-293, 293a</p> <p>TE 3: 444c-444d, 468-469, 469a</p> <p>TE 6: 418i</p>

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<ul style="list-style-type: none"> • characterization 	<p>TE 1: 32c, 51c, 52-53, 58-59, 59a, 64-65, 65a, 72-73, 79h, 79l-79m, 80i, 94-95, 95a, 97a, 108i, UR•18-UR•23</p> <p>TE 2: 290c-290d, 292-293, 293a</p> <p>TE 3: 444c-444d, 468-469, 469a</p> <p>TE 6: 418i</p>
<ul style="list-style-type: none"> • theme 	<p>TE 1: 51c, 52-53, 58-59, 59a, 64-65, 65a, 70-71, 79h, 79l-79m, 80i, 87a, UR•18-UR•23</p> <p>TE 3: 444c-444d</p> <p>TE 5: 183c, 184-185, 190-191, 191a, 196-197, 197a, 202-203, 203a, 213h, 213l-213m, 214i, 254-255, UR•8-UR•13</p>
<ul style="list-style-type: none"> • conflict (<i>i.e., internal and external</i>) 	<p>TE 1: 32c, 87a</p> <p>TE 3: 444c-444d, 449c, 450-451, 458-459, 459a,</p> <p>TE 5: 241c, 242-243, 250-251</p>
<p>6.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p>	<p>TE 1: 30-31, 32-33, 48-49, 54d, 79i, 81b, 84a, 103a, 103c, 107d, 112a, 142d, 145a, 146-147, 159a, 166-167, 169i, 170-171, 171a, 172-173, 173a</p> <p>TE 2: 228a, 270a, 274-275, 275a, 280-281, 281a, 282-283, 290a, 235e, 259b, 311a, 319a, 320b, 325a</p> <p>TE 3: 334a, 334d, 337a, 349a, 359i, 364d, 369a, 372a, 380-381, 383b, 383c, 384d, 386-387, 389i, 389o, 394d, 399a, 414a, 419i, 424d, 427a, 434a, 434-435, 447i, 451d, 452a, 481a, 483a</p> <p>TE 4: 23e, 24d, 29-29, 33a, 49i, 86d, 100-101, 106c, 146d, 159a, 175i, 176-177, 177a</p> <p>TE 5: 185b, 185e, 189a, 192-193, 193a, 228-229, 236c, 236d, 236-237, 237a, SG•32, 241b, 243e, 244d, 248-249, 249a, 251a, 259b, 261a, 263i, SG•35, SG•36, SG•40, SG•45, SG46, 294a, 306a, 322-323, 325a</p> <p>TE 6: 332d, 342a, 349c, 353i, SG•4, 354b, 380-381, 381a, 402a, 402-403, 403a, 405a, 412-413, 422d, 446-447, 449i, SG•50, SG•55, SG•60, 462-463, 478-479, 479a</p>

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• simile	TE 1: 32-33, 170-171, 171a TE 2: 228a TE 3: 364d, 373a, 383b, 383c, 389i, 414a TE 4: 23e, 24d, 29-29, 49i TE 5: 261a, 306a TE 6: 342a
• metaphor	TE 1: 103c, 170-171, 171a TE 3: 364d, 383b, 383c, 384d, 389i TE 4: 23e, 24d, 28-29, 49i TE 5: 185e, 228-229 TE 6: 402-403, SG•50, SG•55, SG•60
• personification	TE 1: 173a TE 2: 281a TE 3: 334d, 359i, 372a TE 5: 241b, 248-249, 251a, SG•35, SG•40, SG•45, SG•46
• onomatopoeia	TE 1: 107d, 173a TE 5: 244d, 249a, 263i, SG•46 TE 6: 402a, 403a
• hyperbole	TE 4: 146d, 159a, 175i TE 5: 189a
• imagery	TE 1: 103a, 103c, 142d, 146-147, 166-167, 169i, 172-173, 173a TE 2: 325a TE 3: 424d, 447i, 481a, TE 4: 106c, 176-177 TE 5: 322-323 TE 6: 349c, 422d, 478-479
• symbolism*	TE 1: 54d, 79i, 81b, 145a, 159a TE 2: 235e, 259b, 311a, 319a, 320b TE 3: 377a, 386-387, 389o, 427a, 434-435, 451d, 483a TE 4: 33a TE 5: 185b TE 6: 354b, SG•4, 380-381, 381a, 412-413, 446-447, 479a

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<ul style="list-style-type: none"> • tone* 	<p>TE 1: 30-31, 48-49, 84a TE 2: 270a TE 3: 334a, 380-381, 452a TE 4: 86d, 100-101, 177a TE 5: 236c, 236d, 237a, 243e, 259b, 294a, SG•36 TE 6: 422d, 449i, 478-479, 479a</p>
<p><i>*Students will find textual evidence when provided with examples.</i></p>	
<p>6.3.R.5 Students will categorize facts included in an argument as for or against an issue.</p>	<p>TE 1: 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 TE 2: 212-213, 213a, 222-223, 248-249, 252-253, SG•50, SG•55, SG•60, 306-307, 307a, 312-313, UR•33 TE 3: SG•2, SG•7, SG•18, SG•23, 476-477, 477a TE 4: 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 TE 5: 215c, 216-217, 222-223, 226-227, 232-233, 239h, 239l, UR•18, UR•19, UR•39 TE 6: SG•18, SG•23, SG•50, SG•55, SG•60, SG•66, SG•68, SG•73, SG•78</p>

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<p align="center">Oklahoma Academic Standards for English Language Arts</p>	<p align="center">Scott Foresman Reading Street Grade 6, ©2013</p>
<p>6.3.R.6 Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.</p>	<p>TE 1: 76c-76d, 76-77, 77a TE 2: 198c-198d, 198-199, 199a, 233c, 234-235, 240-241, 241a, 246-247, 247a, 256-257 TE 3: 331c, 332-333, 338-339, 339a, 346-347, 347a, 350-351, 359h, 359l-359m, 360i, 391c, 392-393, 398-399, 399a, 410-411, 420i, UR•8-UR•13, UR•28-UR•33 TE 4: 21c, 22-23, 28-29, 29a, 36-37, 37a, 39a, 40-41, 44c-44d, 44-45, 45a, 46-47, 47a, 51c, 52-53, 58-59, 59a, 68-69, 70-71, 83c, 84-85, 90-91, 91a, 98-99, 102-103, 109h, 109l-109m, 110i, 150-151, 152-153, 153a, 162-163, UR•8-UR•13, UR•28-UR•33 TE 5: 194-195, 228-229, 229a, 230-231, 248-249, 256-257, 264i, 274-275, 291c, 292-293, 302-303, 303a, 314-315, 321h, 321l-321m, UR•28-UR•33, UR•48-UR•53 TE 6: 328i</p>

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<p>6.3.R.7 Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.</p>	<p>TE 1: 46-47, 47a, 76-77, 77a, 81c, 82-83, 88-89, 89a, 94c, 98-99, 100-101, 104c-104d, 107h, 107l-107m, 108i, 134-135, 135a, 166-167, 167a, UR•28-UR•33</p> <p>TE 2: 198-199, 199a, 228-229, 229a, 250-251, 251a, 260c, 267c, 268-269, 273a, 274-275, 275a, 280-281, 286-287, 292-293, 293a, 295h, 295l-295m, 296i, 320-321, 321a, UR•38-UR•43</p> <p>TE 3: 356-357, 357a, 386-387, 387a, 444-445, 445a, 446-447, 447a, 476-477, 477a</p> <p>TE 4: 46-47, 47a, 78-79, 79a, 106c-106d, 106-107, 107a, 172-173, 173a</p> <p>TE 5: 236-237, 237a, 246-247, 247a, 260-261, 261a, 318c-318d, 318-319, 319a, UR•18-UR•23</p> <p>TE 6: 338-339, 350-351, 351a, 382-383, 383a, 387c, 388-389, 394-395, 395a, 402-403, 403a, 408-409, 414-415, 415a, 417h, 417l-417m, 418i, 460-461, 472-473, 473a, UR•28-UR•33</p> <p>Textual Evidence to Support Inference</p> <p>TE 1: 30-31, 36-37, 58-59, 62-63, 64-65, 68-69, 88-89, 92-93, 94-95, 149a, 150-151, 155a, 158-159,</p> <p>TE 2: 211a, 216-217, 217a, 222-223, 254-255, 276-277, 291a, 305a,</p> <p>TE 3: 344-345, 370-371, 384-385, 385a, 400-401, 430-431, 432-433, 438-439, 456-457, 458-459, 460-461, 461a, 462-463, 464-465, 466-467,</p> <p>TE 4: 58-59, 59a, 90-91, 91a, 94-95, 95a, 98-99, 99a, 118-119, 120-121,</p> <p>TE 5: 192-193, 204-205, 222-223, 224-225, 241c, 242-243, 302-303, 306-307,</p> <p>TE 6: 338-339, 342-343, 343a, 396-397, 397a, 400-401, 408-409, 426-427, 436-437</p>

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Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
6.3.W.1 NARRATIVE	
Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.	<p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: 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</p> <p>TE 4: 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</p> <p>TE 5: SG•6, SG•11, SG•16243e, 243f, 251d, 251e, 258-259, 259a, 259b, 263a, 263d</p> <p>TE 6: 331e, 331f, 341d, 341e, 349a, 349b, 353d, 353e, SG•6, SG•11, SG•16, 443a</p>

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6.3.W.2 INFORMATIVE	
Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.	<p>TE 1: 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</p> <p>TE 2: SG•6, SG•10, SG•16, WP•2–WP•3, WP•8–WP•9, WP•10</p> <p>TE 3: 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</p> <p>TE 4: 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</p> <p>TE 5: 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</p> <p>TE 6: 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>
6.3.W.3 OPINION - Grade Level Focus	
Students will clearly state an opinion supported with facts and details.	<p>TE 1: SG•64, SG•54–SG•55, SG•58–SG•59, SG•64</p> <p>TE 2: 179e–179f, 189d, 196–197, 197a, SG•54–SG•55, SG•58–SG•59, SG•64, 309d–309e, 318–319, 319a, 323d</p> <p>TE 3: SG•34, SG•38, SG•43, SG•44, SG•48, 445a, SG•70, SG•75, SG•80</p> <p>TE 4: 81a</p> <p>TE 5: 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</p> <p>TE 6: SG•22, SG•27, SG•32. 453e, 453f, 459d, 466–467, 467b, 475d, 475p</p>

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6.3.W.4 Students will show relationships among facts, opinions, and supporting details.	<p>TE 2: 197b–197c, 299e–299f, 309e, 318–319, 319a, 319b</p> <p>TE 3: SG•38, SG•43, SG•48</p> <p>TE 4: 81a</p> <p>TE 5: 185e, 185f, 209a, 209b, 213d, 217e, 234–235, 235a, 235b, 321a, WP•6, WP•7, WP•8</p> <p>TE 6: SG•22, SG•27, SG•32, 453e, 459d, 459e, 466–467, 475d, 475p</p>
4: Vocabulary –	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading- Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
6.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<p>This objective is met throughout Reading Street. Refer to the following examples:</p> <p>TE 1: 21a–21b, 23a, 24a–24b, 32a–32b, 44a–44b, 50–51, 51a–51b, 53a, 54a–54b, 64a–64b, 80–81, 81a–81b, 83a, 84a–84b, 94a–94b, 104a–104b, 108–109, 109a–109b, 111a, 112a–112b, 122a–122b, 132a–132b, 138–139, 139a–139b, 142a–142b, 150–151, 152a–152b, 164a–164b, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 2: 176–177, 177a–177b, 179a, 180a–180b, 180e, 190a–190b, 198a–198b, 202–203, 203a–203b, 205a, 206a–206b, 206c, 206e, 214a–214b, 228a–228b, 232–233, 233a–233b, 235a, 236a–236b, 246a–246b, 260a–260b, 267a–267b, 269a, 270a–270b, 270e, 282a–282b, 290a–290b, 296–297, 297a–297b, 300a–300b, 310a–310b, 320a–320b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 3: 330–331, 331a–331b, 333a, 334a–334b, 346a–346b, 354a–354b, 360–361, 361a–361b, 363a, 364a–364b, 364e, 372a–372b, 384a–384b, 390–391, 391a–391b, 393a, 394a–394b, 394e, 404a–404b, 414a–414b, 420–421, 421a–421b, 423a, 424a–424b, 424e, 434a–434b, 444a–444b, 448–449, 449a–449b, 451a, 452a–452b, 452e, 462a–462b, 476a–476b, 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>Continued 6.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>Continued TE 4: 21a, 23a, 24a–24b, 36a–36b, 41b, 44a–44b, 51a–51b, 53a, 54a–54b, 54e, 64a–64b, 74a–74b, 83a, 85a, 86a–86b, 96a–96b, 106a–106b, 110–111, 111a–111b, 113a, 114a–114b, 114c, 126a–126b, 136a–136b, 141h–141i, 142–143, 143a–143b, 145a, 146a–146b, 146e, 158a–158b, 170a–170b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46 TE 5: 182–183, 183a, 185a, 186a, 186b, 186e, 200b, 210a, 210b, 215a, 217a, 218b, 218e, 228a, 228b, 236a, 236b, 240–241, 241a, 243a, 244b, 244e, 252a, 252b, 260a, 260b, 264–265, 265a, 267a, 268a, 268b, 268e, 276a, 276b, 284b, 290–291, 291a, 293a, 294a, 294b, 294e, 306a, 306b, 318a, 318b, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 328–329, 329a, 331a, 332a, 332b, 332e, 334–335, 335a, 342a, 342b, 350a, 350b, 354–355, 355a, 357a, 358a, 358b, 358e, 368a, 368b, 380a, 380b, 386–387, 387a, 389b, 390a, 390b, 390d, 402a, 402b, 412a, 412b, 418–419, 419a, 421a, 422a, 422b, 422e, 432a, 432b, 444a, 444b, SG•50, 450–451, 451a, 453b, 454a, 454b, 454e, 460a, 460b, 468a, 468b, 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>6.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: 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</p> <p>TE 4: 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</p> <p>TE 5: 186c, 213i, 244c, 263i, 294c, 321i, UR•10, UR•20, UR•30, UR•40</p> <p>TE 6: 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>6.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>TE 1: 84e, 84-85, 90-91, 91a, 93a, 107a, 107h, 108h, UR•30 TE 2: 270e, 270-271, 278-279, 279a, 282-283, 283a, 295a, 295h, 296h, UR•40 TE 3: 394e, 394-395, 404-405, 405a, 419a, 419h, 452e, 452-453, 455a, 460-461, 479a, 479h, UR•30, UR•50 TE 4: 24e, 24-25, 27a, 32-33, 49a, 49h, 86e, 86-87, 89a, 96-97, 97a, 109a, 109h, 114e, 114-115, 122-123, 123a, 141a, 141h, UR•10, UR•30, UR•40 TE 5: 186e, 186-187, 189a, 200-201, 201a, 213a, 213h, 218e, 218-219, 221a, 224-225, 225a, 239a, 239h, 244e, 244-245, 247a, 252-253, 253a, 263a, 263h, 268e, 268-269, 271a, 278-279, 289a, 289h, TE 6: 358e, 358-359, 361a, 368-369, 369a, 385a, 385h, 386h, 390e, 390-391, 393a, 398-399, 399a, 417a, 417h, 418h, 422e, 422-423, 425a, 434-435, 435a, 449a, 449h, 450h, 454e, 454-455, 457a, 462-463, 475a, 475h, UR•20, UR•30, UR•40, UR•50</p>
<p>6.4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p>	<p>TE 1: 24e, 24-25, 27a, 30-31, 49a, 49h, 50h, 137c, 170-171, 171a, UR•20, UR•24 TE 2: 221a TE 3: 394e, 394-395, 404-405, 405a, 419a, 419h, 420h, 452e, 452-453, 455a, 460-461, 479a, 479h, UR•30, UR•50 TE 4: 20h TE 5: 186e, 186-187, 189a, 200-201, 201a, 213a, 213h, 218e, 218-219, 221a, 224-225, 225a, 239a, 239h, 244e, 244-245, 247a, 252-253, 253a, 263a, 263h, 264h, 294d, 321i, UR•10, UR•20, UR•30 TE 6: 454e, 454-455, 457a, 462-463, 475a, 475h, UR•50</p>

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<p>6.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p>	<p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: SG•9, 424c, SG•68, SG•72, UR•21</p> <p>TE 4: 24c, 49i, 54e, 54–55, 64–65, 65a, 75a, 80–81, 81h, 106a, 114e, UR•20–UR•21, UR•23, UR•41</p> <p>TE 5: 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</p> <p>TE 6: 340–341, 358c, 358e, 380a, 384–385, 385a, 422c, 422e, 425a, 434–435, 435a, 449a, 449h, 454c, UR•33, UR•40, UR•41</p>
<p>Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	
<p>6.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p>	<p>TE 1: 93d–93e, 102–103a, 103b–103c, 107d–107e, SG•38–SG•39, SG•43, SG•48</p> <p>TE 2: SG•6, SG•16, 281d–281e, 288–289a, 289b–289c, WP•7, WP•8</p> <p>TE 3: 345d–345e, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, 382–383, 383a, 383b, 461d–461e, 474–475a, 475b–475c, 479d–479e, WP•5, WP•7, WP•8</p> <p>TE 4: 85e–85f, 95d–95e, 104–105, 105a, 105b–105c, 109d–109e, SG•54, SG•64, SG•70, SG•74, SG•80</p> <p>TE 5: 227d–227e, 234–235a, 235b–235c, 239d–239e, 275d, 283a, 283b, 289d, SG•54, SG•59, SG•64, 317a, 321d, SG•70, SG•75, SG•80, WP•6, WP•7, WP•8</p> <p>TE 6: 401d–401e, 410–411a, 411b–411c, 417d, 443a, 459d–459e, 466–467a, 467b–467c, 475d–475e, SG•70, SG•75, SG•80, WP•6, WP•8</p>

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<p>6.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p>TE 1: 23e-23f, 43a, 43b-43c, 49d, 83e-83f, 93d-93e, 102-103, 103a, 103b, 107d, 130-131, 131a, 141e-141f, 173a, SG•70, SG•74-SG•75, SG•80, WP•4, WP•6-WP•7, WP•8</p> <p>TE 2: 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, WP•8-WP•9</p> <p>TE 3: 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, WP•8</p> <p>TE 4: 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, 168-169, 169a, WP•5, WP•6-WP•7, WP•8-WP•9</p> <p>TE 5: 217e, 217f, 227e, SG•6, SG•11, SG•16, 243e, 251e, 258-259, 259a, 259b, 263d, 234-235, 235a, 235b, 239d, 321d, WP•5, WP•8</p> <p>TE 6: 349a, 349b, 353d, SG•6, SG•11, SG•16, SG•22, SG•27, SG•32, 389e, 389f, 411b, 453e, 453f, 466-467, 475d, WP•8</p>
<p>5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	
<p>Reading-Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	
<p>6.5.R.1 Students will recognize simple and compound sentences to signal differing relationships among ideas.</p>	<p>TE 1: 23d, 31c, 41e, 42-43, 49c, 49n, 49p-49q, 111d, 121c, 129e, 130-131, 137c, 137o, 137p-137q, WP•7, WP•8</p>
<p>6.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p>	<p>TE 2: 235d, 247c, 257e, 258-259, 265c, 265o, 265p-265q, 299d, 309c, 317e, 318-319, 323c, 323o, 323p-323q, WP•7, WP•8</p> <p>TE 3: 333d, 345c, 351e, 352-353, 359c, 359o, 359p-359q, 363d, 371c, 381e, 382-383, 389c, 389o-389p</p>

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6.5.R.3 Students will recognize the subject and verb agreement.	TE 2: 269d, 281c, 287e, 288-289, 295c, 295o, 295p-295q, WP•9 TE 3: WP•9 TE 6: 449p-449q
Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
6.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	TE 1: 49p-49q, 79p-79q, 107p-107q, 137p-137q, 169p-169q, WP•9 TE 2: 201p-201q, 231p-231q, 265p-265q, 295p-295q, 323p-323q, WP•9 TE 3: 359p-359q, 389p-389q, 419p-419q, 447p-447q, 479p-479q, WP•9 TE 4: 49p-49q, 81p-81q, 109p-109q, 141p-141q, 175p-175q, WP•9 TE 5: 213p-213q, 239p-239q, 263p-263q, 289p-289q, 321p-321q, WP•9 TE 6: 353p-353q, 385p-385q, 417p-417q, 449p-449q, 475p-475q, WP•9
6.5.W.2 Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.	TE 1: 23d, 31c, 41e, 42-43, 49c, 49o, 49p-49q, 83d, 93c, 101e, 102-103, 107c, 107o, 107p-107q, 111d, 121c, 129e, 130-131, 137c, 137o, 137p-137q, WP•7, WP•8, WP•9 TE 2: WP•8 TE 3: 393d, 403c, 411e, 412-413a, 413b-413c, 419d-419e, 419o, 419p-419q, WP•9 TE 4: WP•8 TE 5: 282b-282c, 289d-289e TE 6: WP•8
6.5.W.3 Students will use intensive and reflexive pronouns.	TE 4: 113d, 125c, 133e, 134-135, 135a, 135c, 141c, 141o, 141p-141q, SG•54, SG•59, SG•64, UR•44
6.5.W.4 Students will recognize and correct inappropriate shifts in pronoun number and person.	TE 4: 85d, 109c, 109p-109q, 113d, 133e, 141o, 141p-141q, UR•34-UR•35 TE 5: 243d, 263o, 263p

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6.5.W.5 Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	TE 4: 53d, 63c, 71e, 72-73, 81p, UR•24-UR•25
6: Research – Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading- Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
6.6.R.1 Students will use their own viable research questions to find information about a specific topic.	TE 1: 23b, 31b, 53b, 63b, 83b, 93b, 111b, 121b, 141b, 151b TE 2: 179b, 189b, 205b, 213b, 235b, 245b, 269b, 281b, 299b, 309b TE 3: 333b, 345b, 363b, 371b, 393b, 403b, 423b, 433b, 451b, 461b TE 4: 23b, 35b, 53b, 63b, 85b, 95b, 113b, 125b, 145b, 157b, TE 5: 185b, 199b, 217b, 227b, 243b, 251b, 267b, 275b, 293b, 305b TE 6: 331b, 341b, 357b, 367b, 389b, 401b, 421b, 431b, WP•2-WP•3
6.6.R.2 Students will record and organize information from various primary and secondary sources (e.g., print and digital).	TE 1: 31b, 41d, 63b, 73d, 93b, 101c, 101d, 121b, 129d, 151b, 161d, TE 2: 189b, 195d, 213b, 225d, 245b, 257d, 281b, 287d, 309b, 317c, 317d, 323b, 323n TE 3: 345b, 351d, 371b, 381d, 403b, 411d, 433b, 441d, 461b, 473c, 473d TE 4: 35b, 41d, 63b, 71c, 71d, 95b, 103d, 125b, 133d, 157b, 167d, TE 5: 199b, 207d, 227b, 233d, 251b, 257d, 275b, 281d, 305b, 315c, 315d TE 6: 341b, 347d, 367b, 377d, 401b, 409d, 431b, 441c, 441d, WP•4-WP•5, WP•6
6.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	TE 1: 31b, 63b, 93b, 121b, 151b TE 2: 189b, 213b, 245b, 281b, 309b TE 3: 345b, 371b, 403b, 433b, 461b TE 4: 35b, 63b, 95b, 125b, 136c-136d, 136-137, 137a, 138-139, 139a, 157b TE 5: 199b, 227b, 251b, 275b, 305b TE 6: 341b, 367b, 401b, 431b, WP•6

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Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
<p>6.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p>	<p>TE 1: 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>TE 2: 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>TE 3: 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>TE 4: 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>TE 5: 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>TE 6: 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•2, WP•3</p>
<p>6.6.W.2 Students will refine and formulate a viable research question and/or topic from initial findings.</p>	<p>TE 1: 23b, 53b, 83b, 111b, 141b</p> <p>TE 2: 179b, 205b, 235b, 269b, 299b</p> <p>TE 3: 333b, 363b, 393b, 423b, 451b</p> <p>TE 4: 23b, 53b, 85b, 113b, 145b</p> <p>TE 5: 185b, 217b, 243b, 267b, 293b</p> <p>TE 6: 331b, 357b, 389b, 421b, WP•2-WP•3</p>

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6.6.W.3 Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.	TE 2: 213b TE 4: 37a TE 5: 251b TE 6: 347c, 378-379, 401b, 447a, WP•8
6.6.W.4 Students will summarize and present information in a report.	TE 1: 49b, 49n, 79b, 79n, 107b, 107n, 137b, 137n, 169b, 169n TE 2: 201b, 201n, 231b, 231n, 265b, 265n, 295b, 295n, TE 3: 359b, 359n, 389b, 389n, 419b, 419n, 447b, 447n, 479b, 479n TE 4: 49b, 49n, 81b, 81n, 109b, 109n, 141b, 141n, 175b, 175n TE 5: 213b, 213n, 239b, 239n, 263b, 263n, 289b, 289n, 321b, 321n, TE 6: 353b, 353n, 385b, 385n, 417b, 417n, 449b, 449n, WP•10
7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading- Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
6.7.R.1 Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.	TE 1: 46-47, 47a, 76-77, 77a, 134-135, 135a, 166-167, 167a TE 2: 198-199, 199a, 228-229, 229a, 292-293, 293a, 320-321, 321a TE 3: 356-357, 357a, 444-445, 445a, 476-477, 477a TE 4: 46-47, 47a, 78-79, 79a, 106-107, 107a, 172-173, 173a TE 5: 426-247, 247a, 236-237, 237a, 260-261, 261a, 318-319, 319a TE 6: 350-351, 351a, 382-383, 383a, 414-415, 415a, 472-473, 473a

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<p>6.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>TE 1: 129c TE 2: 201a, 225c, SG•22, SG•27, SG•32 TE 3: 359n, SG•6, SG•10–SG•11, SG•16,389a, 389n, 419a, 419n, 447n, 479n TE 4: 49a, 81n, SG•22, SG•27, SG•32, 109n, 141n, 175n, SG•70, SG•75, SG•80 TE 5: 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 TE 6: 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>Writing-Students will create multimodal texts to communicate knowledge and develop arguments.</p>	
<p>6.7.W.1 Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.</p>	<p>TE 1: 79n, SG•22–SG•23, SG•26–SG•27, SG•32, 106–107, 107a, 137n, 169n TE 2: 201b, 201n, SG•6, SG•11, SG•16, SG•22–SG•23, SG•27, SG•32, 265b, 265n TE 3: 359b, 359n, 389b, 389n, 419a, 419b, 419n, 447b, 447n, 479b, 479n TE 4: 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 TE 5: 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 TE 6: 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>

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<p>6.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.</p>	<p>TE 1: 79n, SG•22–SG•23, SG•26–SG•27, SG•32, 106–107, 107a, 137n, 169n TE 2: 201b, 201n, SG•6, SG•11, SG•16, SG•22–SG•23, SG•27, SG•32, 265b, 265n TE 3: 359b, 359n, 389b, 389n, 419a, 419b, 419n, 447b, 447n, 479b, 479n TE 4: 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 TE 5: 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 TE 6: 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>8: Independent Reading and Writing – Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	
<p>Reading-Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>6.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>TE 1: 20i, 50i, 80i, 108i, 138i TE 2: 176i, 202i, 232i, 266i, 296i TE 3: 330i, 360i, 390i, 420i, 448i TE 4: 20i, 50i, 82i, 110i, 142i TE 5: 182i, 214i, 240i, 264i, 290i TE 6: 328i, 354i, 386i, 418i, 450i</p>

**A Correlation of Scott Foresman Reading Street, Grade 6, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 6**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 6, ©2013
<p>Writing-Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>6.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.</p>	<p>TE 1: 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>TE 2: 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>TE 3: 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>TE 4: 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>TE 5: 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>TE 6: 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>