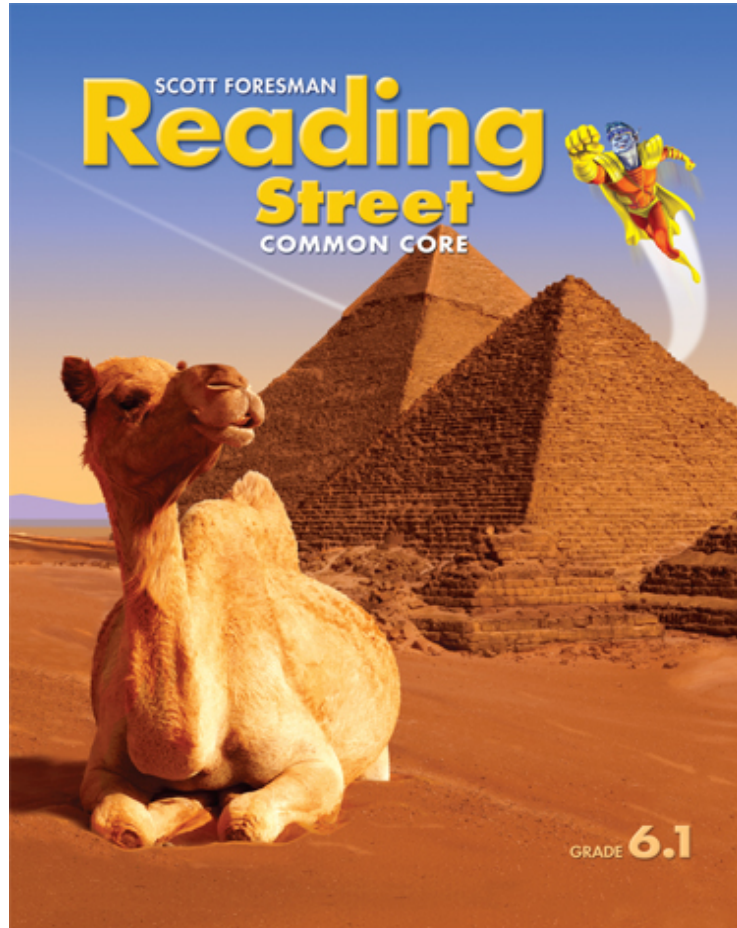


A Correlation of
Scott Foresman Reading Street
Common Core Edition
Grade 6, ©2013



To the
Pennsylvania Core Standards
for English Language Arts (2014)
Grade 6

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Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core***, ©2013, meets the **Pennsylvania Core Standards for English Language Arts**, approved in 2014. 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 Common Core 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 who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street Common Core 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.

At the heart of ***Reading Street***—and the Common Core State Standards—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.

The **Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy** guided the organization of ***Reading Street Common Core***. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within ***Reading Street Common Core*** 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 Common Core* 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 Common Core 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 Common Core* 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 Common Core*** 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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<p style="text-align: center;">Pennsylvania Core Standards for English Language Arts, Grade 6</p>	<p style="text-align: center;">Scott Foresman Reading Street Common Core Edition, ©2013</p>
<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.B-K.1.1.2 ☐</p>	<p>SE/TE: 6.1: 44c–44d, 44–45, 45a, 46–47, 47a, 76c–76d, 76–77, 104c, 104–105, 105a, 109c, 110–111, 117a, 118–119, 120–121, 122c–122d, 125a, 126–127, 128–129, 129a, 132c–132d, 132–133, 133a, 134–135, 135a, 137j–137k, 146–147, 150–151, 151a, 152c–152d, 155a, 156–157, 157a, 159a, 164c, 164–167, 165a, 169j–169k 6.2: 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, 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, 246c–246d, 249a, 247a, 256–257, 260c, 260–261, 261a, 265j–265k, 297c, 298–299, 306–307, 308–309, 310c–310d, 314–315, 316–317, 317a, 320c–320d, 320–321, 321a 6.3: 354c–354d, 354–355, 355a, 372d–372e, 379a, 380–381, 381a, 384c, 384–385, 385a, 386–387, 389j–389k, , 404c–404d, 406–407, 407a, 409a, 410–411, 411a, 411c, 414c, 419j–419k 6.4: 21c, 22–23, 30–31, 31a, 34–35, 35a, 36c–36d, 38–39, 39a, 40–41, 41a, 44c–44d, 44–45, 45a, 49j–49k, 64c–64d, 66–67, 70–71, 71a, 74b, 74c, 74–75, 77a, 81j–81k, 92–93, 93a, 96c–96d, 100–101, 101a, 102–103, 103a, 103c, 136c–136d, 136–137, 137a, 138–139, 139a, 141j–141k, 158c–158d, 166–167, 167a, 167c, 168–169, 173a, 175j–175k 6.5: 210c, 211a, 228c, 228d, 228–229, 231a, 232–233, 233a, 236b, 263j, 265c, 266–267, 272–273, 273a, 276c, 276d, 276–277, 280–281, 281a, 284b, 284c, 287a, 289h, 289j, 298–299, 306c, 306d, 310–311, 314–315, 315a, 318a, 318c, 321j</p>

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<p>(Continued) CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.2 □</p>	<p>(Continued) 6.6: 350c, 351a, 368c, 368d, 369a, 374–375, 376–377, 377a, 380c, 412c, 413a, 417j, 419c, 420–421, 430–431, 432c, 432d, 434–435, 436–437, 437a, 440–441, 441a, 444c, 447a, 451c, 452–453, 456–457, 457a, 458–459, 460c, 460d, 460–461, 464–465, 465a, 468c, 469a, 471a, 473a, 475h, 475i</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1</p>	<p>SE/TE: 6.1: 46–47, 47a, 76–77, 77a, 107l–107m, 109c, 110–111, 116–117, 117a, 118–119, 120–121, 122c, 122–123, 124–125, 125a, 126–127, 128–129, 134–135, 135a, 146–147, 147a, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158–159, 159a, 160–161, 161a, 164b, 164–165, 165a, 169l–169m 6.2: 177c, 178–179, 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c, 190–191, 191a, 192–193, 193a, 194–195, 195a, 203c, 204–205, 210–211, 211a, 212–213, 213a, 214a, 214c, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 223–224, 224a, 224–225, 225a, 229a, 240–241, 241a, 242–243, 243a, 245a, 250–251, 254–255, 255a, 256–257, 257a, 263a, 295l–295m, 295j–295k, 297c, 298–299, 305a, 306–307, 307a, 309a, 312–313, 314–315, 316–317, 317a, 320–321, 321a 6.3: 355a, 356, 357a, 368–369, 370–371, 371a, 372c, 372–373, 374–375, 375a, 376–377, 378–379, 379a, 380–381, 381a, 384–385, 385a, 389h, 389l–389m, 399a, 400–401, 401a, 402–403, 404c, 404–405, 406–407, 408–409, 410–411, 411a, 447l–447m, 476–477, 477a, 476c–476d, 477a 6.4: 28–29, 30–31, 32–33, 34–35, 36c, 36–37, 38–39, 40–41, 41a, 58–59, 59a, 63a, 64c, 68–69, 69a, 70–71, 71a, 74–75, 75a, 76–77, 77a, 83c, 84–85, 92–93, 93a, 94–95, 95a, 96c, 98–99, 99a, 100–101, 102–103, 103a, 137a, 139a, 141l–141m, 158c, 164–165, 165a, 166–167, 167a, 171a</p>

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<p>(Continued) CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1</p>	<p>(Continued) 6.5: 222–223, 224–225, 227a, 228c, 228–229, 230–231, 232–233, 233a, 263l, 272–273, 274–275, 276c, 278–279, 279a, 280–281, 281a, 298–299, 301a, 302–303, 304–305, 305a, 306c, 306–307, 308–309, 310–311, 312–313, 314–315 6.6: 351a, 362–363, 364–365, 365a, 364–365, 365a, 366–367, 367a, 368c, 368d, 370–371, 372–373, 374–375, 376–377, 377a, 380–381, 381a, 382–383, 383a, 412–413, 413a, 414–415, 415a, 419c, 420–421, 426–427, 427a, 428–429, 429a, 430–431, 431a, 432c, 432d, 432–433, 433a, 436–437, 437a, 438–439, 440–441, 441a, 449h, 449i, 449l, 451c, 452–453, 458–459, 461a, 462–463, 464–465, 465a, 468–469, 469a, 470–473, 473a, 475l</p>
<p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3</p>	<p>SE/TE: 6.1: 44–45, 45a, 76c–76d, 128, 148–149, 149a, 152–153, 153a, 154–155, 155a, 156–157, 158–159, 164c, 164–165, 165a, 166–167, 167a 6.2: 186–187, 187a, 194, 198c–198d, 210–211, 211a, 214–215, 215a, 216–217, 217a, 218–219, 219a, 222–223, 223a, 224, 228c–228d, 250–251, 251a 6.3: 354c–354d, 359l–359m, 368–369, 369a, 370–371, 371a, 374–375, 375a, 378–379, 379a, 398–399, 399a, 400–401, 401a, 402–403, 404c, 404–405, 408–409, 409a, 411a, 419h, 419l–419m 6.4: 28–29, 29a, 32–33, 34–35, 35a, 36–37, 37a, 38–39, 39a, 44–45, 45a, 46–47, 47a, 58–59, 59a, 83c, 84–85, 86d, 90–91, 91a, 96c, 98–99, 109h–109i, 109l–109m, , 152–153, 153a, 162–163, 163a, 170c–170d, 170–171, 171a, 172–173, 173a 6.5: 211a, 222–223, 265c, 266–267, 271a, 274–275, 304–305, 312–313, 313a, 318c, 318–319, 319a 6.6: 364–365, 365a, 366–367, 367a, 368–369, 369a, 460–461, 461a, 471a</p>

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<p>Craft and Structure Point of View</p>	
<p>CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1</p>	<p>SE/TE: 6.1: 44–45, 45a, 109c, 112d, 123a, 127a, 132c–132d, 132–133, 132a, 134–135, 135a, 152–153, 158–159, 167a 6.2: 214–215, 215a, 219a, 228–229, 229a, 254–255, 255a, 260–261, 261a, 263a, 310c 6.3: 355a, 359l–359m, 366–367, 372–373, 396–397, 397a, 417a, 476c–476d, 476–477, 477a 6.4: 51c, 52–53, 59a, 61a, 62–63, 66–67, 67a, 70–71, 71a, 76–77, 77a, 81h, 81l–81m, 86d, 92–93, 93a, 100–101, 136–137n, 137a, 143c, 144–145, 150–151, 151a, 152–153, 154–155, 156–157, 158c, 160–161, 164–165, 165a, 175h, 175l–175m 6.6: 350c, 358d, 385i, 428–429, 430–431, 432–433, 433a, 439a, , 454d, 458–459, 475i</p>

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<p>Craft and Structure Text Structure</p>	
<p>CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2</p>	<p>SE/TE: 6.1: 107l–107m, 109c, 122c, 126–127, 152c–152d, 157a, 158–159, 164–165, 165a, 166–167 6.2: 184–185, 185a., 198c–198d, 198–199, 199a, 206d, 212–213, 213a, 214–215, 215a, 228c–228d, 228–229, 229a, 231i, 233c, 234–235, 236d, 240–241, 241a, 242–243, 243a, 246c, 246–247, 247a, 252–253, 253a, 254–255, 255a, 265h–265i, 295l–295m 6.3: 356–357, 357a, 367a, 369–370, 372c, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, 396–397, 400–401, 402–403, 404c, 406–407, 407a 6.4: 21c, 22–23, 26–27, 27a, 28–29, 29a, 36c, 36–37, 37a, 44c–44d, 46–47, 47a, 49h, 49l–49m, 51c, 52–53, 56–57, 57a, 58–59, 59a, 68–69, 74c–74d, 74–75, 75a, 76–77, 77a, 78–79, 79a, 83c, 86d, 88–89, 89a, 109h–109i, 109l–109m, 133c, 143c, 144–145, 160–161 6.5: 210–211, 211a, 215c, 216–217, 220–221, 221a, 228–229, 229a, 230–231, 233c, 263l, 274–275, 302–303, 303a, 308–309, 309a, 321h, 321l 6.6: 347c, 350c, 350d, 350–351, 351a, 355c, 356–357, 360–361, 361a, 381a, 388–389, 409b, 412c, 412d, 413a, 424–425, 425a, 428–429, 429a, 430–431, 431a, 438–439, 439a, 441c, 456–457, 457a, 468c</p>

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<p>Craft and Structure Vocabulary</p>	
<p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context. E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p>SE/TE: 6.1: 112c–112d, 150–151 6.2: 180a–180b, 183a, 186–187, 187a, 188–189, 190a–190b, 192–193, 193a, 206b, 211a, 214a–214b, 216–217, 217a, 220–221, 221a, 236a–236b, 242–243, 243a, 244–245, 246a–246b, 300a–300b, 304–305, 310a–310b, 310–311, 311a 6.3: 334a–334b, 364a–364b, 364c–364d, 368–369, 369a, 372a–372b, SG•36, 394a–394b, 399a, 404a–404b, 404–405, 405a 6.4: 24e, 27a, 32–33, 33a, 36a–36b, 54a–54b, 54e, 61a, 64a–64b, 75a, 86a–86b, 86e, 96a–96b, 96–97, 97a, 99a, 146c–146d, 175h–175i 6.5: 218a, 218b, 218e, 223a, 224–225, 225a, 228a, 268a, 277a, 278–279, 300–301, 306–307 6.6: 332a, 332b, 332c, 332d, 332e, 365a, 368–369, 369a, 422d, 422e, 426–427, 427a, 428–429, 429a, 432a, 432–433, 449h, 449i, 454e, 462–463, 463a</p>

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Integration of Knowledge and Ideas Diverse Media	
<p>CC.1.2.6.G Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>SE/TE: 6.2: 182–183, 183a, 192–193, 193a, 200–201, 201a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 214c–214d, 217a, 219a, 220–221, 221a, 233c, 234–235, 240–241, 243a, 244–245, 246c, 246–247, 247a, 250–251, 251a, 252–253, 253a, 256–257, 257a, 257c, 260–261, 261a, 265h–265i, 265l–265m, 297c, 303a, 304–305, 305a, 312–313, 313a, 314–315, 323h, 323l–323m 6.3: 354c–354d, 354–355, 355a, 357a, 371a, 381c, 385a, 386–387, 387a, 388–389, 389a, , 401a, 411b, 414c–414d, 416–417, 417a 6.4: 26–27, 27a, 31a, 41c, 48–49, 49a, 56–57, 57a, 71c, 81b, 88–89, 89a, 90–91, 94–95, 95a, 96d, 96–97, 97a, 148–149, 149a, 150–151, 156–157, 163a, 167c, 170–171, 171a, 175h 6.5: 207c, 226–227, 238–239, 239a, 257c, 270–271, 271a, 276c, 276d, 286–287, 287a, 296–297, 297a, 299a, 304–305, 306c, 306d 6.6: 351a, 355c, 356–357, 360–361, 361a, 362–363, 363a, 364–365, 366–367, 368c, 368d, 370–371, 372–373, 373a, 374–375, 377c, 380c, 381a, 383a, 385h, 385l, 415a, 425a, 435a, 438–439, 439a, 441c, 447a, 456–457, 457a, 465c, 468c, 469a, 471a, 473a</p>
Integration of Knowledge and Ideas Evaluating Arguments	
<p>CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1</p>	<p>SE/TE: 6.1: 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, 152c, 152–153, 154–155, 156–157, 157a, 169h, 169l–169m 6.2: 212–213, 213a, 222–223, 248–249, 252–253, 306–307, 307a, 312–313 6.3:–477, 477a 6.4: 60–61, 64c, 64–65, 65a, 68–69, 77a 6.5: 215c, 216–217, 222–223, 226–227, 232–233, 239h, 239l</p>

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Integration of Knowledge and Ideas Analysis Across Texts	
CC.1.2.6.I Examine how two authors present similar information in different types of text. E06.B-C.3.1.2	SE/TE: 6.1: 135 6.2: 190c, 192–193, 199a, 199, 254–255, 314–315, 320–321, 321a 6.3: 387a, 408–409 6.4: 38–39, 68–69, 100–101, 164–165, 173 6.5: 211a, 230–231, 278–279, 312–313, 318–319, 319a 6.6: 374–375, 431a, 438–439, 462–463
Vocabulary Acquisition and Use	
CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.B-V.4.1.1 E06.B-V.4.1.2	SE/TE: 6.1: 20, 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 6.2: 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, 266, 267a–267b, 269a, 270a–270b, 270e, 282a–282b, 290a–290b, 296–297, 297a–297b, 299a, 300a–300b, 310a–310b, 320a–320b 6.3: 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 6.4: 20, 21a, 23a, 24a–24b, 36a–36b, 41b, 44a–44b, 50, 51a–51b, 53a, 54a–54b, 54e, 64a–64b, 74a–74b, 82, 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

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<p>(Continued) CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p>(Continued) 6.5: 182–183, 183a, 185a, 186a, 186b, 186e, 200b, 210a, 210b, 214, 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 6.6: 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, 450–451, 451a, 453b, 454a, 454b, 454e, 460a, 460b, 468a, 468b</p>

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<p style="text-align: center;">Pennsylvania Core Standards for English Language Arts, Grade 6</p>	<p style="text-align: center;">Scott Foresman Reading Street Common Core Edition, ©2013</p>
<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E06.B-V.4.1.1</p>	<p>SE/TE: 6.1: 21a, 23a, 24c, 24e, 24–25, 48, 49h–49i, 51a–51b, 53a, 54c, 54e, 64a, 69a, 76a–76b, 78–79, 79a, 81a–81b, 83a, 84a–84b, 84c, 84e, 84–85, 106–107, 107h–107i, 109a–109b, 111a, , 139a–139b, 141a, 142–143, 150–151, 154–155, 168 6.2: 177a–177b, 179a, 180e, 180–181, 183a, 198a–198b, 200, 203a–203b, 205a, 206c, 206e, 206–207, 216–217, 217a, 230, 231a, 233a–233b, 235a, 236c, 236e, 236–237, 264, 267a–267b, 269a, 270a–270b, 270e, 270–271, 273a, 278–279, 279a, 297a–297b, 294, 299a, 300c, 300e, 300–301, 310–311, 311a 6.3: 331a–331b, 333a, 334e, 361a–361b, 363a, 364e, 364–365, 376–377, 377a, 388, 391a, 393a, 394a–394b, 394e, 394–395, 404–405, 405a, 418, 421a–421b, 423a, 424c, 424e, 424–425, 446, 449a, 451a, 452a–452b, 452e, 452–453, 462a–462b, 476a–476b, 478 384, 390–391, 416, 422–423, 448, 454–455, 474 6.4: 21a–21b, 23a, 24e, 24–25, 32–33, 33a, 36a–36b, 48–49, 49a, 49h–49i, 51a–51b, 53a, 54e, 54–55, 57a, 64–65, 65a, 75a, 80–81, 81a, 83a–83b, 85a, 86e, 86–87, 106a–106b, 108, 111a–111b, 113a, 114–115, 126a–126b, 136a–136b, 140, 143a–143b, 145a, 146e, 146–147, 174 6.5: 183a, 185a, 186e, 186–187, 200b, 212, 215a, 217a, 218e, 218–219, 238, 241a, 243a, 244b, 244e, 244–245, 252a, 252b, 262, 265a, 267a, 268e, 268–269, 276a, 276b, 284a, 288, 289a, 291a, 293a, 294a, 294b, 294c, 294e, 294–295, 320 6.6: 329a, 331a, 332e, 332–333, 335a, 342–343, 343a, 350a, 350b, 352, 355a, 357a, 358a, 358b, 358e, 358–359, 384, 387a, 389b, 390a, 390b, 390c, 390d, 390–391, 398–399, 399a, 416–417, 417a, 419a, 421a, 422a, 422b, 422c, 422d, 422e, 422–423, 432a, 432b, 434–435, 435a, 448–449, 449a, 449h, 451a, 453b, 454a, 454b, 454e, 454–455, 460a, 460b, 474</p>

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Range of Reading	
<p>CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>SE/TE: 6.1: 24e, 24–25, 46–47, 47a, 54e, 54–55, 76–77, 77a, 104–105, 105a, 112–113, 115a, 116–117, 117a, 118–119, 119a, 120–121, 121a, 122c–122d, 122–123, 123a, 124–125, 125a, 126–127, 127a, 129b, 132–133, 133a, 134–135, 135a, 136–137, 137j–137k, 144–145, 145a, 146–147, 147a, 148–149, 149a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158–159, 159a, 161b, 166–167, 167a, 168–169, 169j–169k 6.2: 178–179, 180–181, 183a, 184–185, 185a, 186–187, 187a, 190c–190d, 190–191, 191a, 192–193, 193a, 195b, 199a, 200–201, 201j–201k, 204–205, 206–207, 209a, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 222–223, 223a, 225b, 229a, 230–231, 231j–231k, 234–235, 239a, 240–241, 241a, 242–243, 243a, 244–245, 245a, 246c–246d, 246–247, 247a, 248–249, 249a, 250–251, 251a, 253–254, 254a, 254–255, 255a, 257b, 263a, 264–265, 265j–265k, 270–271, 295j–295k, 298–299, 300–301, 303a, 304–305, 305a, 306–307, 307a, 308–309, 309a, 310d, 310–311, 311a, 312–313, 313a, 314–315, 315a, 317b, 312a, 320, 322–323 6.3: 356–357, 357a, 364f, 367a, 370–371, 371a, 372c–372d, 374–375, 375a, 376–377, 377a, 378–379, 379a, 381b, 384–385, 385a, 387a, 388–389, 389j–389k, 394f, 397a, 398–399, 399a, 400–401, 401a, 402–403, 403a, 404c–404d, 404–405, 405c, 406–407, 407a, 408–409, 409a, 411b, 418–419, 419j–419k, 476–477</p>

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<p>(Continued) CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>(Continued) 6.4: 21c–21d, 24f, 27a, 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36c–36d, 36–37, 37a, 38–39, 39a, 41b, 46–47, 47a, 48–49, 49j–49k, 51c–51d, 57a, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64c–64d, 64–65, 65a, 66–67, 67a, 68–69, 69a, 71b, 74–75, 75a, 76–77, 77a, 78–79, 79a, 80–81, 81j–81k, 83c, 86f, 88–89, 89a, 90–91, 91a, 92–93, 93a, 94–95, 95a, 96c–96d, 98–99, 99a, 100–101, 101a, 103b, 108–109, 141j–141k, 143c, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 156–157, 157a, 158c–158d, 160–161, 161a, 162–163, 163a, 164–165, 165a, 167b, 170–171, 171a, 174–175, 175j–175k 6.5: 210–211, 211a, 216–217, 218–219, 220–221, 221a, 222–223, 223a, 224–225, 225a, 226–227, 227a, 228c, 228d, 228–229, 229a, 230–231, 231a, 233b, 238–239, 244–245, 263j, 266–267, 268–269, 270–271, 271a, 272–273, 273a, 274–275, 275a, 276c, 276d, 276–277, 277a, 278–279, 279a, 281b, 284–285, 285a, 286–287, 287a, 288–289, 289j, 296–297, 297a, 298–299, 299a, 300–301, 301a, 302–303, 303a, 304–305, 305a, 306c, 306d, 306–307, 307a, 308–309, 309a, 310–311, 312–313, 313a, 315b, 320–321, 321j 6.6: 332–333, 351a, 356–357, 358–359, 361a, 362–363, 363a, 364–365, 365a, 366–367, 367a, 368c, 368d, 370–371, 371a, 372–373, 373a, 374–375, 375a, 377b, 380–381, 381a, 382–383, 383a, 384–385, 385a, 412–413, 413a, 415a, 420–421, 422–423, 424–425, 425a, 426–427, 427a, 428–429, 429a, 430–431, 431a, 432c, 432d, 432–433, 433a, 441b, 444–445, 447a, 448–449, 452–453, 454–455, 457a, 458–459, 459a, 460c, 460d, 460–461, 461a, 462–463, 463a, 465b, 468–469, 469a, 471a, 473a, 474–475</p>

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<p>1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Theme</p>	
<p>CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.2</p>	<p>SE/TE: 6.1: 39a, 40–41, 41a, 49j–49k, 32c–32d, 38–39, 51c, 52–53, 58–59, 59a, 60–61, 61a, 64c, 64d, 64–65, 65a, 68–69, 69a, 70–71, 71a, 72–73, 73a, 79h, 79i, 79j–79k, 79, 81c, 82–83, 92–93, 93a, 94c–94d, 96–97, 97a, 99a, 100–101, 101a, 107j–107k, 170–171 6.2: 280–281, 281a, 282d, 284–285, 286–287, 287a, 290c–290d, 323j–323k 6.3: 346c–346d, 347a, 350–351, 351a, 354b, 359j–359k, 361c, 362–363, 421c, 422–423, 434c–434d, 440–441, 444c–444d, 444–445, 445a, 462c–462d, 468–469, 472–473, 473a, 479j–479k, 480–481, 481a, 482–483, 483 6.4: 106c–106d, 106–107, 107a, 109j–109k, 126c–126d, 131a, 132–133, 133a, 179a 6.5: 183c, 184–185, 190–191, 191a, 192–193, 193a, 196–197, 197a, 198–199, 200c, 200d, 202–203, 203a, 204–205, 206–207, 207a, 213h, 213j, 213l, 239j, 252c, 252d, 254–255, 255a, 256, 257a, 260c, 260–261, 261a, 322–323 6.6: 329c, 330–331, 342c, 342d, 345a, 346, 347a, 353b, 353j, 385j, 387c, 388–389, 402c, 402d, 406–407, 408–409, 409a, 449j, 475j, 476–477, 477a,</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.1</p>	<p>SE/TE: 6.1: 30–31, 32c, 34–35, 35a, 36–37, 38–39, 39a, 40–41, 51c, 52–53, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64c, 64–65, 65a, 66–67, 67a, 68–69, 69a, 70–71, 71a, 72–73, 81c, 82–83, 88–89, 89a, 90–91, 92–93, 93a, 94c–94d, 94–95, 95a, 96–97, 97a, 98–99, 99a, 100–101, 107h–107i, 140–141, 160 6.2: 267c, 268–269, 274–275, 275a, 276–277, 278–279, 279a, 280–281, 282c–282d, 282–283, 283a, 284–285, 286–287, 287a, 291a, 293a, 295h 6.3: 331c, 338–339, 339a, 340–341, 341a, 324–343, 343a, 344–345, 345a, 346c, 346–347, 347a, 348–349, 349a, 350–351, 351a, 361c, 362–363, 421c, 428–429, 430–431, 432–433, 434c–434d, 436–437, 438–439, 439a, 440–441, 441a, 449c, 450–451, 456–457, 457a, 458–459, 459a, 461a, 462c, 462–463, 463a, 464–465, 465a, 466–467, 467a, 468–469, 469a, 470–471, 471a, 472–473, 473a, 479h–479i, 479l–479m, 482–483, 483a 6.4: 107a, 111c, 112–113, 118–119, 119a, 120–121, 123a, 124–125, 125a, 126c, 126–127, 127a, 128–129, 129a, 130–131, 132, 133a, 141h 6.5: 192–193, 194–195, 200–201, 204–205, 206–207, 207a, 236c, 237a, 241c, 242–243, 248–249, 252c, 252–253, 254–255, 256–257, 257a, 263h, 292–293 6.6: 329c, 330–331, 336–337, 338–339, 339a, 340–341, 342c, 342d, 342–343, 343a, 344–345, 345a, 346–347, 347a, 353h, 353i, 353l, 387c, 394–395, 395a, 396–397, 397a, 398–399, 399a, 400–401, 401a, 402c, 402d, 403a, 404–405, 406–407, 408–409, 409a, 417h, 417i, 417l</p>

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Key Ideas and Details Literary Elements	
<p>CC.1.3.6.C Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-K.1.1.3</p>	<p>SE/TE: 6.1: 21c, 22–23, 32c–32d, 34, 36, 38–39, 40–41, 41a, 49h, 49l–49m, 51c, 60–61, 62–63, 63a, 64c, 64d, 68–69, 79l–79m, 92–93, 94–95, 95a, 96–97, 97a 6.2: 267c, 268–269, 276–277, 277a, 282c, 284–285, 286–287, 287a 6.3: 330, 331c, 338–339, 339a, 3410–341, 341a, 342–343, 343a, 344–345, 345a, 391c, 392–393, 421c, 429a, 430–431, 431a, 432–433, 434–435, 436–437, 438–439, 444c–444d, 445a, 449c, 450–451, 454–455, 455a, 456–457, 457a, 458–459, 459a, 462c–462d, 462–463, 463a, 464–465, 466–467, 468–469, 469a, 470–471 6.4: 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 131a 6.5: 183c, 184–185, 186d, 189a, 190–191, 191a, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 203a, 204–205, 207a, 213h, 213l, 241c, 242–243, 248–249, 250–251, 252c, 253a, 254–255, 255a, 260c, 260–261, 261a 6.6: 338–339, 339a, 340–341, 341a, 342c, 342d, 342–343, 343a, 353b, 393a, 394–395, 395a, 398–399, 399a, 402–403, 404–405, 405a</p>
Craft and Structure Point of View	
<p>CC.1.3.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.A-C.2.1.1</p>	<p>SE/TE: 6.1: 24d, 26–27, 28–29, 38–39, 39a, 49h–49i 6.2: 276–277, 278–279, 279a 6.3: 361c, 421c, 422–423 6.5: 189a 6.6: 400–401</p>

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<p>Craft and Structure Text Structure</p>	
<p>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>E06.A-C.2.1.2</p>	<p>SE/TE: 6.1: 21c, 28–29, 32–33, 33a, 38–39, 39a, 49h, 49l–49m, 60–61, 61a, 64–65, 65a, 68–69, 69a, 70–71, 71a, 79h–79i, 79l–79m, 88–89, 89a, 94–95, 95a, 170–171, 171a, 173a 6.2: 267c, 270d, 274–275, 275a, 276–277, 277a, 280–281, 282–283, 283a, 284–285, 293a, 295h–295i, 324–325, 325a, 326–327 6.3: 340–341, 341a, 342–343, 343a, 344–345, 345a, 346c, 346–347, 347a, 391c, 392–393, 427a, 428–429, 429a, 430–431, 431a, 434–435, 438–439, 439a, 452d, 454–455, 455a, 457a, 458–459, 459a, 460–461, 464–465, 465a, 468–469, 469a, 479h–479i, 480–481, 481a, 482–483, 483a 6.4: 116–117, 117a, 118–119, 119a, 128–129, 141i, 176–177, 177a, 178–179, 179a 6.5: 183c, 186d, 188–189, 189a, 190–191, 191a, 192–193, 193a, 196–197, 199a, 202–203, 205a, 213i, 213l, 236–237, 237a, 241c, 246–247, 247a, 250–251, 291c, 292–293, 322–323, 323a, 324–325, 325a 6.6: 334–335, 336–337, 337a, 345a, 406–407, 407a, 476–477, 477a, 478–479, 479a</p>

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Craft and Structure Vocabulary	
<p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context. E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p>SE/TE: 6.1: 24a–24b, 30–31, 31a, 33a, 34–35, 54a–54b, 54c, 54e, 54–55, 56–57, 57a, 62–63, 63a, 69a, 78, 84a–84b, 84c–84d, 89a, 90–91, 91a, 94a–94b, 96–97, 97a, 99a, 107h–107i, 137h–137i, 142a–142b, 170–171, 171a, 172–173, 173a 6.2: 270a–270b, 274–275, 275a, 278–279, 279a, 280–281, 282a–282–283, 283a, 291a, 324–325 6.3: 338–339, 339a, 346a–346b, 424a–424b, 424c, 428–429, 433d, 434a–434b, 434–435, 435a, 445a, 447h–447i, 452a–452b, 480–481, 481a, 483a 6.4: 24a–24b, 122–123, 123a, 120–121, 121a, 176–177, 177a 6.5: 186e, 195a, 236c, 236d, 236–237, 237a, 244d, 249a, 252a, 261a, 263i, 294a, 322–323 6.6: 335a, 339a, 340–341, 342a, 342b, 342–343, 343a, 353h, 353i, 390c, 396–397, 397a, 398–399, 399a, 400–401, 402–403, 403a, 406–407, 417h</p>
Integration of Knowledge and Ideas Sources of Information	
<p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p>	<p>SE/TE: 6.1: 21c 6.2: 295a, 295, 327a 6.3: 348–349, 479a, 479, 483a 6.4: 107a, 141a, 141, 179a 6.5: 25a</p>
Integration of Knowledge and Ideas Text Analysis	
<p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-C.3.1.1</p>	<p>SE/TE: 6.1: 32c, 38–39, 47, 70–71 6.2: 284–285 6.3: 348–349, 433a, 438–439, 445a, 445, 470–471 6.4: 106c, 106–107, 121a, 130–131 6.5: 237a, 237, 261 6.6: 335a, 344–345, 396–397, 406–407</p>

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<p>Vocabulary Acquisition and Use Strategies</p>	
<p>CC.1.3.6.1 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E06.A-V.4.1.1</p>	<p>SE/TE: 6.1: 21a, 23a, 24c, 24e, 24–25, 48, 49h–49i, 51a–51b, 53a, 54c, 54e, 64a, 69a, 76a–76b, 78–79, 79a, 81a–81b, 83a, 84a–84b, 84c, 84e, 84–85, 106–107, 107h–107i, 109a–109b, 111a, , 139a–139b, 141a, 142–143, 150–151, 154–155, 168 6.2: 177a–177b, 179a, 180e, 180–181, 183a, 198a–198b, 200, 203a–203b, 205a, 206c, 206e, 206–207, 216–217, 217a, 230, 231a, 233a–233b, 235a, 236c, 236e, 236–237, 264, 267a–267b, 269a, 270a–270b, 270e, 270–271, 273a, 278–279, 279a, 297a–297b, 294, 299a, 300c, 300e, 300–301, 310–311, 311a 6.3: 331a–331b, 333a, 334e, 361a–361b, 363a, 364e, 364–365, 376–377, 377a, 388, 391a, 393a, 394a–394b, 394e, 394–395, 404–405, 405a, 418, 421a–421b, 423a, 424c, 424e, 424–425, 446, 449a, 451a, 452a–452b, 452e, 452–453, 462a–462b, 476a–476b, 478 384, 390–391, 416, 422–423, 448, 454–455, 474 6.4: 21a–21b, 23a, 24e, 24–25, 32–33, 33a, 36a–36b, 48–49, 49a, 49h–49i, 51a–51b, 53a, 54e, 54–55, 57a, 64–65, 65a, 75a, 80–81, 81a, 83a–83b, 85a, 86e, 86–87, 106a–106b, 108, 111a–111b, 113a, 114–115, 126a–126b, 136a–136b, 140, 143a–143b, 145a, 146e, 146–147, 174 6.5: 183a, 185a, 186e, 186–187, 200b, 212, 215a, 217a, 218e, 218–219, 238, 241a, 243a, 244b, 244e, 244–245, 252a, 252b, 262, 265a, 267a, 268e, 268–269, 276a, 276b, 284a, 288, 289a, 291a, 293a, 294a, 294b, 294c, 294e, 294–295, 320 6.6: 329a, 331a, 332e, 332–333, 335a, 342–343, 343a, 350a, 350b, 352, 355a, 357a, 358a, 358b, 358e, 358–359, 384, 387a, 389b, 390a, 390b, 390c, 390d, 390–391, 398–399, 399a, 416–417, 417a, 419a, 421a, 422a, 422b, 422c, 422d, 422e, 422–423, 432a, 432b, 434–435, 435a, 448–449, 449a, 449h, 451a, 453b, 454a, 454b, 454e, 454–455, 460a, 460b, 474</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p>SE/TE: 6.1: 20, 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 6.2: 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, 266, 267a–267b, 269a, 270a–270b, 270e, 282a–282b, 290a–290b, 296–297, 297a–297b, 299a, 300a–300b, 310a–310b, 320a–320b 6.3: 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 6.4: 20, 21a, 23a, 24a–24b, 36a–36b, 41b, 44a–44b, 50, 51a–51b, 53a, 54a–54b, 54e, 64a–64b, 74a–74b, 82, 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 6.5: 182–183, 183a, 185a, 186a, 186b, 186e, 200b, 210a, 210b, 214, 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</p>

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<p>(Continued) CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.A-V.4.1.1 E06.A-V.4.1.2</p>	<p>(Continued) 6.6: 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, 450–451, 451a, 453b, 454a, 454b, 454e, 460a, 460b, 468a, 468b</p>
<p>Range of Reading</p>	
<p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>SE/TE: 6.1: 21c, 22–23, 25, 26–27, 27a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 41b, 48–49, 49j–49k, 51c, 52–53, 55, 57a, 58–59, 60–61, 61a, 62–63, 63a, 64c–64d, 64–65, 65a, 66–67, 67a, 68–69, 69a, 70–71, 71a, 73b, 78–79, 79j–79k, 81c–81d, 84e, 84–85, 86–87, 87a, 88–89, 89a, 90–91, 91a, 92–93, 93a, 94c–94d, 94–95, 95a, 96–97, 97a, 98–99, 99a, 101b–101c, 106–107, 107j–107k, 170–171, 171a, 172–173, 173a 6.2: 268–269, 273a, 274–275, 275a, 276–277, 277a, 278–279, 279a, 280–281, 281a, 282c–282d, 282–283, 283a, 284–285, 285a, 287b, 290–291, 291a, 293a, 294–295, 323j–323k, 324–325, 325a, 326–327, 327a 6.3: 332–333, 334–335, 337a, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346c–346d, 346–347, 347a, 348–349, 349a, 350–351, 351a, 351b, 358–359, 359j–359k, 361c–361d, 391c, 392–393, 421c–421d, 424f, 427a, 428–429, 429a, 430–431, 431a, 432–433, 433a, 433b, 434a–434b, 434c–434d, 434–435, 435a, 436–437, 437a, 438–439, 439a, 440–441, 441a, 441b, 444, 445a, 446–447, 449c–449d, 452f, 455a, 456–457, 457a, 458–459, 459a, 462c–462d, 462–463, 463a, 464–465, 465a, 466–467, 467a, 468–469, 469a, 470–471, 471a, 473b, 478–479, 479j–479k, 480–481, 481a, 482–483, 483a</p>

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<p>(Continued) CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>(Continued) 6.4: 106–107, 107a, 109j–109k, 111c, 117a, 118–119, 119a, 120–121, 121a, 124–125, 125a, 126c–126d, 126–127, 127a, 128–129, 129a, 130–131, 131a, 133b, 140–141, 176–177, 177a, 178–179, 179a 6.5: 186–187, 188–189, 189a, 190–191, 191a, 192–193, 193a, 194–195, 195a, 196–197, 197a, 198–199, 199a, 200c, 200d, 200–201, 201a, 202–203, 203a, 204–205, 205a, 207b, 212–213, 213j, 236–237, 237a, 239j, 242–243, 246–247, 247a, 248–249, 249a, 250–251, 251a, 251b, 252c, 252d, 252–253, 253a, 254–255, 255a, 257b, 260–261, 261a, 262–263, 291c, 292–293, 294–295, 322–323, 323a, 324–325, 325a 6.6: 330–331, 335a, 336–337, 337a, 338–339, 339a, 340–341, 341a, 342c, 342d, 342–343, 343a, 344–345, 345a, 347b, 352–353, 353a, 353j, 385j, 388–389, 390–391, 393a, 394–395, 395a, 396–397, 397a, 398–399, 399a, 402c, 402d, 402–403, 403a, 404–405, 405a, 406–407, 407a, 409b, 416–417, 449j, 475j, 476–477, 477a, 478–479, 479a</p>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/Explanatory	
CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	SE/TE: 6.1: 121d–121e, 130–131, 131a, 131b, 137d 6.3: 333e–333f, 345d–345e, 351c, 352–353, 353a, 353b–353c, 359d–359c, 363e–363f, 371d–371e, 382–383, 383a, 383b, 412–413 6.4: 85e–85f, 95d–95e, 105b–105c, 141b, 145e–145f, 157d–157e, 168–169, 169a, 169b, 208–209 6.5: 239b, 267e, 267f, 275d, 275e, 282–283, 283a, 283b, 289a, 293e, 305d, 316–317, 317a, 317b, 321d 6.6: 357e, 378–379, 379a, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, 449d, 449e
Informative/Explanatory Focus	
CC.1.4.6.B Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1	SE/TE: 6.1: 121d–121e, 130–131, 131b 6.3: 333e–333f, 345d–345e, 352–353, 353a, 353b–353c, 371d–371e, 382–383, 383a, 383b, 441c 6.4: 85e–85f, 104–105, 105a, 105b, 145e–145f, 168–169, 169a 6.5: 199d, 209a, 209b, 213b, 213d, 267e, 267f, 282–283, 283a, 283b, 293e, 305d, 316–317, 317a, 317b, 321d 6.6: 357e, 357f, 367d, 367e, 378–379, 379a, 379b, 421e, 421f, 431d, 431e, 442–443, 443a, 443b

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<p>Informative/Explanatory Content</p>	
<p>CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E06.C.1.2.2 E06.E.1.1.2</p>	<p>SE/TE: 6.1: 111e–111f 6.3: 333e–333f, 345d–345e, 351d, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, 363e–363f, 371d–371e, 382–383, 383a, 383b, 441c 6.4: 95d–95e, 104–105, 105a, 105b, 145e–145f, 168–169, 169a, 169b–169c 6.5: 235a, 235b, 267e, 267f, 275e, 282–283, 283a, 283b, 316–317, 317a, 317b 6.6: 378–379, 379a, 379b, 389e, 389f, 401d, 401e, 411a, 411b, 421e, 421f, 431d, 431e, 442–443, 443a, 443b</p>
<p>Informative/Explanatory Organization</p>	
<p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 6.1: 121d–121e, 130–131, 131a, 131b, 137d 6.3: 333e–333f, 345d–345e, 351c, 352–353, 353a, 353b–353c, 359d–359e, 363e–363f, 371d–371e, 382–383, 383a, 383b, 412–413 6.4: 85e–85f, 95d–95e, 105b–105c, 141b, 145e–145f, 157d–157e, 168–169, 169a, 169b, 208–209 6.5: 239b, 267e, 267f, 275d, 275e, 282–283, 283a, 283b, 289a, 293e, 305d, 316–317, 317a, 317b, 321d 6.6: 357e, 378–379, 379a, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, 449d, 449e</p>

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Informative/Explanatory Style	
CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.	
<ul style="list-style-type: none"> ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>SE/TE: 6.3: 345d–345e, 352–353, 353a, 353b–353c, 359d–359e, 359p–359q, 382–383, 383a, 383b 6.4: 85e–85f, 95d–95e, 105a, 105b–105c, 109d–109e 6.5: 275d, 283a, 283b, 289d, 317a, 321d 6.6: 411a, 411b, 417d, 443a</p>
<ul style="list-style-type: none"> ▪ Use sentences of varying lengths and complexities 	<p>These pages provide opportunities for children to meet this standard. SE/TE: 6.1: 121d–121e, 130–131, 131a, 131b, 137d 6.3: 333e–333f, 345d–345e, 351c, 352–353, 353a, 353b–353c, 359d–359c, 363e–363f, 371d–371e, 382–383, 383a, 383b, 412–413 6.4: 85e–85f, 95d–95e, 105b–105c, 141b, 145e–145f, 157d–157e, 168–169, 169a, 169b, 208–209 6.5: 239b, 267e, 267f, 275d, 275e, 282–283, 283a, 283b, 289a, 293e, 305d, 316–317, 317a, 317b, 321d 6.6: 357e, 378–379, 379a, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, 449d, 449e</p>

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<ul style="list-style-type: none"> ▪ Develop and maintain a consistent voice 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>6.1: 121d–121e, 130–131, 131a, 131b, 137d</p> <p>6.3: 333e–333f, 345d–345e, 351c, 352–353, 353a, 353b–353c, 359d–359c, 363e–363f, 371d–371e, 382–383, 383a, 383b, 412–413</p> <p>6.4: 85e–85f, 95d–95e, 105b–105c, 141b, 145e–145f, 157d–157e, 168–169, 169a, 169b, 208–209</p> <p>6.5: 239b, 267e, 267f, 275d, 275e, 282–283, 283a, 283b, 289a, 293e, 305d, 316–317, 317a, 317b, 321d</p> <p>6.6: 357e, 378–379, 379a, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, 449d, 449e</p>
<ul style="list-style-type: none"> ▪ Establish and maintain a formal style. <p>E06.C.1.2.4 E06.C.1.2.5 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5</p>	<p>SE/TE:</p> <p>6.1: 130–131, 131a</p> <p>6.3: 352–353, 382–383</p> <p>6.4: 168–169, 169a</p> <p>6.5: 282–283, 316–317</p> <p>6.6: 389e, 389f, 411b, 442–443</p>

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Informative/Explanatory Conventions of Language	
CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	These pages provide opportunities for children to meet this standard. SE/TE: 6.1: 121d–121e, 130–131, 131a, 131b, 137d 6.3: 333e–333f, 345d–345e, 351c, 352–353, 353a, 353b–353c, 359d–359c, 363e–363f, 371d–371e, 382–383, 383a, 383b, 412–413 6.4: 85e–85f, 95d–95e, 105b–105c, 141b, 145e–145f, 157d–157e, 168–169, 169a, 169b, 208–209 6.5: 239b, 267e, 267f, 275d, 275e, 282–283, 283a, 283b, 289a, 293e, 305d, 316–317, 317a, 317b, 321d 6.6: 357e, 378–379, 379a, 421e, 421f, 431d, 431e, 442–443, 443a, 443b, 449d, 449e
Opinion/Argumentative	
CC.1.4.6.G Write arguments to support claims.	SE/TE: 6.2: 179e–179f, 189d, 196–197, 197a, 309d–309e, 318–319, 319a, 323d 6.4: 81a 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 217f, 227d, 227e, 234–235, 235a, 235b, 239d 6.6: 453e, 453f, 459d, 466–467, 467b, 475d, 475p
Opinion/Argumentative Focus	
CC.1.4.6.H Introduce and state an opinion on a topic. E06.C.1.1.1 E06.E.1.1.1	These pages provide opportunities for children to meet this standard. SE/TE: 6.2: 179e–179f, 189d, 196–197, 197a, 309d–309e, 318–319, 319a, 323d 6.4: 81a 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 217f, 227d, 227e, 234–235, 235a, 235b, 239d 6.6: 453e, 453f, 459d, 466–467, 467b, 475d, 475p

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Opinion/Argumentative Content	
<p>CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p> <p>E06.C.1.1.2 E06.E.1.1.2</p>	<p>SE/TE: 6.1: 121d–121e, 130–131, 131a, 131b 6.2: 196–197, 197a, 197b–197c, 201d–201e, 299e–299f, 309e, 318–319, 319a, 323b 6.4: 81a 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 217f, 227e, 234–235, 235a, 235b, 239d, 321a 6.6: 453e, 453f, 459d, 475d</p>
Opinion/Argumentative Organization	
<p>CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p> <p>E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p>SE/TE: 6.1: 121d–121e, 130–131, 131a 6.2: 196–197, 197a, 197b–197c, 201d–201e, 299e–299f, 309e, 318–319, 319a, 319b, 323b 6.4: 81a, 81e 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 217e, 217f, 227e, 234–235, 235a, 235b, 239d, 321a 6.6: 453e, 453f, 459d, 459e, 466–467, 475d , 475p</p>

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Opinion/Argumentative Style	
CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.	
<ul style="list-style-type: none"> ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE: 6.2: 179e–179f, 189d, 196–197, 197a, 309d–309e, 318–319, 319a, 323d 6.4: 81a 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 217f, 227d, 227e, 234–235, 235a, 235b, 239d 6.6: 453e, 453f, 459d, 466–467, 467b, 475d, 475p</p>
<ul style="list-style-type: none"> ▪ Use sentences of varying lengths and complexities. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE: 6.2: 179e–179f, 189d, 196–197, 197a, 309d–309e, 318–319, 319a, 323d 6.4: 81a 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 217f, 227d, 227e, 234–235, 235a, 235b, 239d 6.6: 453e, 453f, 459d, 466–467, 467b, 475d, 475p</p>
<ul style="list-style-type: none"> ▪ Develop and maintain a consistent voice 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE: 6.2: 179e–179f, 189d, 196–197, 197a, 309d–309e, 318–319, 319a, 323d 6.4: 81a 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 217f, 227d, 227e, 234–235, 235a, 235b, 239d 6.6: 453e, 453f, 459d, 466–467, 467b, 475d, 475p</p>

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<ul style="list-style-type: none"> ▪ Establish and maintain a formal style. <p>E06.C.1.1.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E05.E.1.1.4 E05.E.1.1.5</p>	<p>SE/TE: 6.1: 196–197 6.2: 318–319 6.5: 217e, 217f, 227e, 234–235, 235a, 235b, 239d 6.6: 453e, 453f, 466–467, 475d</p>
<p>Opinion/Argumentative Conventions of Language</p>	
<p>CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE: 6.2: 179e–179f, 189d, 196–197, 197a, 309d–309e, 318–319, 319a, 323d 6.4: 81a 6.5: 185e, 185f, 199d, 208–209, 209a, 209b, 213d, 213p, 217e, 217f, 227d, 227e, 234–235, 235a, 235b, 239d 6.6: 453e, 453f, 459d, 466–467, 467b, 475d, 475p</p>

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Narrative	
<p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p>	<p>SE/TE: 6.1: 23e–23f, 31d–31e, 42–43, 43a, 43b–43c, 49d–49e, 83e–83f, 141e–141f, 151d–151e, 162–163 6.2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 235e–235f, 259b–259c, 269e–269f, 281d–281e, 288–289, 289a, 289b–289c, 295d–295e, 295p–295q 6.3: 371d–371e, 382–383, 383a, 383b, 393e–393f, 403d–403e, 412–413, 413a, 413b–413c, 419d–419e, 423e–423f, 433d–433e, 443b–443c, 447d–447e, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c, 475d–475e 6.4: 23e–23f, 35d–35e, 43b–43c, 49d–49e, 53e–53f, 63d–63e, 72–73, 73a, 73b–73c, 81d–81e, 113e–113f, 134–135, 135a, 135b–135c 6.5: 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 263a, 263d 6.6: 331e, 331f, 341d, 341e, 349a, 348–349, 349b, 353d, 353e, 443a</p>
Narrative Focus	
<p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters. E06.C.1.3.1</p>	<p>SE/TE: 6.1: 23e–23f, 31d–31e, 42–43, 43a, 141e–141f, 162–163, 163a 6.2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 269e–269f, 289a, 289b, 295d–295e, 295p–295q 6.3: 393e–393f, 403d–403e, 412–413, 413a, 413b, 423e–423f, 433d–433e, 442–443, 443a, 443b–443c, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c 6.4: 23e, 35d–35e, 42–43, 43a, 53e–53f, 63d–63e, 72–73, 73a, 73b, 81d–81e, 113e–113f, 125d–125e, 134–135, 135a, 135b 6.5: 243e, 251d, 251e, 258–259, 259a, 259b 6.6: 341d, 341e, 349a, 349b, 443a</p>

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Narrative Content	
<p>CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E06.C.1.3.2 E06.C.1.3.4</p>	<p>SE/TE: 6.1: 23e–23f, 42–43, 43a, 43b–43c, 49d, 83e–83f, 93d–93e, 102–103, 103a, 103b, 107d, 141e–141f, 162–163, 163a, 173a 6.2: 205e–205f, 213d–213e, 226–227, 227b–227c, 231d–213e, 259a, 265d–265e, 269e–269f, 281d–281e, 288–289, 289a, 289b–289c, 295d–295e, 295p–295q 6.3: 382–383, 383a, 383b–383c, 389d–389e, 393e–393f, 413a, 413b, 419d–419e, 423e–423f, 433d–433e, 442–443, 443a, 443b, 447d–447e, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c, 475d–475e, 476d, 483a 6.4: 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, 113e–113f, 134–135, 135a, 135b, 141d–141e 6.5: 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 259c, 263d 6.6: 341d, 341e, 348–349, 349a, 349b, 353d</p>
Narrative Organization	
<p>CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5</p>	<p>SE/TE: 6.1: 23e–23f, 31d–31e, 42–43, 43a, 141e–141f, 162–163, 163a 6.2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 269e–269f, 289a, 289b, 295d–295e, 295p–295q 6.3: 389d, 393e–393f, 403d–403e, 412–413, 413a, 413b, 423e–423f, 433d–433e, 442–443, 443a, 443b–443c, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c 6.4: 23e, 35d–35e, 42–43, 43a, 53e–53f, 63d–63e, 72–73, 73a, 73b, 81d–81e, 113e–113f, 125d–125e, 134–135, 135a, 135b 6.5: 243e, 251d, 251e, 258–259, 259a, 259b 6.6: 341d, 341e, 349a, 349b, 443a</p>

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<p>Narrative Style</p>	
<p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p>	
<ul style="list-style-type: none"> ▪ Vary sentence patterns for meaning, reader/listener interest, and style. 	<p>These pages provide opportunities for students to meet this standard. SE/TE: 6.1: 23e–23f, 31d–31e, 42–43, 43a, 43b–43c, 49d–49e, 83e–83f, 141e–141f, 151d–151e, 162–163 6.2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 235e–235f, 259b–259c, 269e–269f, 281d–281e, 288–289, 289a, 289b–289c, 295d–295e, 295p–295q 6.3: 371d–371e, 382–383, 383a, 383b, 393e–393f, 403d–403e, 412–413, 413a, 413b–413c, 419d–419e, 423e–423f, 433d–433e, 443b–443c, 447d–447e, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c, 475d–475e 6.4: 23e–23f, 35d–35e, 43b–43c, 49d–49e, 53e–53f, 63d–63e, 72–73, 73a, 73b–73c, 81d–81e, 113e–113f, 134–135, 135a, 135b–135c 6.5: 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 263a, 263d 6.6: 331e, 331f, 341d, 341e, 349a, 348–349, 349b, 353d, 353e, 443a</p>

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<ul style="list-style-type: none"> ▪ Use precise language. 	<p>These pages provide opportunities for students to meet this standard.</p> <p>SE/TE:</p> <p>6.1: 23e–23f, 31d–31e, 42–43, 43a, 43b–43c, 49d–49e, 83e–83f, 141e–141f, 151d–151e, 162–163</p> <p>6.2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 235e–235f, 259b–259c, 269e–269f, 281d–281e, 288–289, 289a, 289b–289c, 295d–295e, 295p–295q</p> <p>6.3: 371d–371e, 382–383, 383a, 383b, 393e–393f, 403d–403e, 412–413, 413a, 413b–413c, 419d–419e, 423e–423f, 433d–433e, 443b–443c, 447d–447e, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c, 475d–475e</p> <p>6.4: 23e–23f, 35d–35e, 43b–43c, 49d–49e, 53e–53f, 63d–63e, 72–73, 73a, 73b–73c, 81d–81e, 113e–113f, 134–135, 135a, 135b–135c</p> <p>6.5: 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 263a, 263d</p> <p>6.6: 331e, 331f, 341d, 341e, 349a, 348–349, 349b, 353d, 353e, 443a</p>

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<ul style="list-style-type: none"> ▪ Develop and maintain a consistent voice. <p>E06.C.1.3.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>6.1: 23e–23f, 31d–31e, 42–43, 43a, 43b–43c, 49d–49e, 83e–83f, 141e–141f, 151d–151e, 162–163</p> <p>6.2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 235e–235f, 259b–259c, 269e–269f, 281d–281e, 288–289, 289a, 289b–289c, 295d–295e, 295p–295q</p> <p>6.3: 371d–371e, 382–383, 383a, 383b, 393e–393f, 403d–403e, 412–413, 413a, 413b–413c, 419d–419e, 423e–423f, 433d–433e, 443b–443c, 447d–447e, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c, 475d–475e</p> <p>6.4: 23e–23f, 35d–35e, 43b–43c, 49d–49e, 53e–53f, 63d–63e, 72–73, 73a, 73b–73c, 81d–81e, 113e–113f, 134–135, 135a, 135b–135c</p> <p>6.5: 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 263a, 263d</p> <p>6.6: 331e, 331f, 341d, 341e, 349a, 348–349, 349b, 353d, 353e, 443a</p>

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<p>Narrative Conventions of Language</p>	
<p>CC.1.4.6.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 6.1: 23e–23f, 31d–31e, 42–43, 43a, 43b–43c, 49d–49e, 83e–83f, 141e–141f, 151d–151e, 162–163 6.2: 205e–205f, 213d–213e, 226–227, 227a, 227b–227c, 231d–231e, 235e–235f, 259b–259c, 269e–269f, 281d–281e, 288–289, 289a, 289b–289c, 295d–295e, 295p–295q 6.3: 371d–371e, 382–383, 383a, 383b, 393e–393f, 403d–403e, 412–413, 413a, 413b–413c, 419d–419e, 423e–423f, 433d–433e, 443b–443c, 447d–447e, 451e–451f, 461d–461e, 474–475, 475a, 475b–475c, 475d–475e 6.4: 23e–23f, 35d–35e, 43b–43c, 49d–49e, 53e–53f, 63d–63e, 72–73, 73a, 73b–73c, 81d–81e, 113e–113f, 134–135, 135a, 135b–135c 6.5: 243e, 243f, 251d, 251e, 258–259, 259a, 259b, 263a, 263d 6.6: 331e, 331f, 341d, 341e, 349a, 348–349, 349b, 353d, 353e, 443a</p>

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Response to Literature	
<p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p> <p>E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6</p>	<p>SE/TE:</p> <p>6.1: 40–41, 41a, 44–47, 47a, 72–73, 73a, 74–75, 75a, 76–77, 77a, 100–101, 101a, 101d, 128–129, 129a, 130–131, 131a, 134–135, 135a, 160–161, 161a</p> <p>6.2: 194–195, 195a, 195d, 198–199, 199a, 224–225, 225a, 225d, 229a, 256–257, 257a, 286–287, 287a, 287d, 292–293, 293a, 316–317, 317a</p> <p>6.3: 350–351, 351a, 356–357, 357a, , 371b, 380–381, 410–411, 411a, 411d, 440–441, 441a, 441d, 447b, 472–473, 473a, 476–477, 477a</p> <p>6.4: 40–41, 41b, 44–45, 46–47, 47a, 70–71, 71a, 78–79, 79a, 81a, 102–103, 103a, 103d, 132–133, 133a, 166–167, 167a, 173a</p> <p>6.5: 199d, 206–207, 207a, 208–209, 209a, 209b, 213d, 233a, 233d, 237a, 251b, 256–257, 257a, 280–281, 281a, 281d, 314–315, 315a, 321a</p> <p>6.6: 346–347, 347a, 351a, 357e, 357f, 367d, 367e, 377a, 379a, 379b, 383a, 408–409, 409a, 415a, 440–441, 441a, 464–465, 465a</p>

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Production and Distribution of Writing Writing Process	
<p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>SE/TE: 6.1: 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 6.2: 189d–189e, 201d–201e, 201p–201o, 245d–245e, 259a, 259b–259c, 265d–265e, 265p–265q, 295p–295q, 323d–323e, 323p–323q 6.3: 351d, 359p–359q, 371d–371e, 389d–389e, 403d–403e, 419d–419e, 443d–443e, 441c, 447d–447e, 447p–447q, 461d–461e, 479d–479e, 479p–479q 6.4: 35d–35e, 49d–49e, 95d–95e, 109d–109e, 125d–125e, 141d–141e, 157d–157e, 175d–175e 6.5: 199d, 227d, 227e, 239d, 239e, 239p, 251d, 251e, 263d, 263e, 275d, 275e, 289d, 289e, 305d, 305e, 321d, 321e 6.6: 341d, 341e, 353d, 353e, 367d, 367e, 385d, 385e, 401d, 401e, 417d, 417e, 431d, 431e, 449d, 449e, 459d, 459e</p>
Technology and Publication	
<p>CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>SE/TE: 6.1: 31b, 49b, 63b, 79b, 93b, 104c–104d, 104–105, 107b, 121b, 137b, 151b, 161d, 169b 6.2: 189b, 225d, 245b, 257d, 260c–260d, 260–261, 261a, 262–263, 263a, 281b, 295b, 309b, 317d, 323b 6.3: 345b, 351d, 371b, 403b, 411d, 414–415, 415a, 416–417, 433b, 441d, 447b, 461b 6.4: 35b, 49b, 63b, 71c, 95b, 125b, 133d, 136c–136d, 136–137, 137a, 138–139, 139a, 141b, 157b, 167d–167e 6.5: 199b, 213b, 227b, 233c, 251b, 263b, 275b, 284c, 284d, 289b, 305b 6.6: 341b, 347d, 353b, 367b, 385b, 401b, 417b, 431b, 444c, 445a, 447a, 449b, 449p, 449q, 459b, 475b</p>

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Conducting Research	
<p>CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>SE/TE: 6.1: 23b, 31b, 41d, 49b, 53a–53b, 63b, 73d, 79b, 83a–83b, 93b, 101d, 107b, 111b, 121b, 129d, 137b, 141b, 151b, 161d, 169b 6.2: 179b, 189b, 195d, 201b, 201n, 205b, 213b, 225d, 231b, 235b, 245b, 257d, 265b, 265n, 269b, 281b, 287d, 295b, 299b, 309b, 317d, 323b 6.3: 333b, 345b, 351d, 359b, 363b, 371b, 389b, 393b, 403b, 411d, 419b, 423b, 433b, 441d, 447b, 451a, 461b, 473c, 473d, 479b 6.4: 23b, 35b, 41d, 49b, , 53b, 63b, 71d, 81b, 85b, 95b, 103d, 109b, 113b, 125b, 133d, 141b, 145b, 167d, 175b 6.5: 185b, 199b, 207d, 213b, 217b, 227b, 233d, 239b, 243b, 251b, 257d, 263b, 267b, 275b, 281d, 289b, 293b, 305b, 315d, 321b 6.6: 331b, 341b, 347d, 353b, 357b, 367b, 377d, 385b, 389a, 401b, 409c, 417b, 421b, 431b, 441d, 449b, 459b, 465d, 475b</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SE/TE: 6.1: 31b, 41b, 63b, 93b, 101d, 121b, 151b, 161c, 161d, 169b 6.2: 180c, 189b, 213b, 281b, 295b, 309b, 323b 6.3: 345b, 351d, 371b, 371d–371e, 383a, 403b, 443b 6.4: 35b, 63b, 71d, 81b, 95b, 103c, 125b, 133d, 136c–136d, 136–137, 137a, 138–139, 139a 6.5: 199b, 213b, 227b, 239b, 251b, 257d, 275b, 284d, 284–285, 285a, 286–287, 287a, 305b, 315c 6.6: 341b, 347d, 353b, 357e, 357f, 367b, 379a, 379b, 385b, 401b, 431b, 441d, 444–445, 445a, 446–447, 447a, 459b</p>

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<p>Range of Writing</p>	
<p>CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>SE/TE: 6.1: 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 6.2: 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 6.3: 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 6.4: 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 6.5: 199e, 213e, 227d, 227e, 235b, 235c, 239b, 239d, 239e, 239p, 239q, 243e, 243f, 251d, 251e, 259b, 259c, 263d, 263e, 263p, 263q, 267e, 267f, 275d, 275e, 283c, 289e, 289q, 293f, 305e, 317c, 319a, 321e, 321q 6.6: 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</p>

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<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>Comprehension and Collaboration Collaborative Discussion</p>	
<p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>SE/TE: 6.1: 21a–21b, 24a–24b, 32a–32b, 44a–44b, 49a, 51a, 54a–54b, 64a–64b, 76a–76b, 78–79, 79a, 80–81, 81a, 84a–84b, 94a–94b, 104a–104b, 107n–107o, 109a, 112a–112b, 122a–122b, 132a–132b, 137a, 139a, 142a–142b, 152a–152b, 163c, 164a–164b, 169a 6.2: 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, 266–267, 267a–267b, 270a–270b, 282a–282b, 290a–290b, 296–297, 297a–297b, 300a–300b, 310a–310b, 320a–320b, 323a 6.3: 331a–331b, 334a–334b, 346a–346b, 354a–354b, 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 6.4: 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, 142–143, 143a, 146a–146b, 158a–158b, 170a–170b 6.5: 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</p>

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<p>(Continued) CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>(Continued) 6.6: 328–329, 329a, 332a, 332b, 342a, 342b, 350a, 350b, 353a, 354–355, 355a, 358a, 358b, 368a, 368b, 380a, 380b, 386–387, 387a, 390a, 390b, 402a, 402b, 412a, 412b, 418–419, 419a, 422a, 422b, 432a, 432b, 444a, 444b, 450–451, 451a, 454a, 454b, 460a, 460b, 468a, 468b, 475a</p>
Comprehension and Collaboration Critical Listening	
<p>CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.</p>	<p>SE/TE: 6.2: 265 6.4: 80–81, 81a, 108–109, 109a 6.5: 239, 239a, 321a 6.6: 353a</p>
Comprehension and Collaboration Evaluating Information	
<p>CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>SE/TE: 6.1: 129c 6.2: 201a, 225c, 298–299 6.3: 359n, 389a, 389n, 419a, 419n, 447n, 479n 6.4: 49a, 81n, 109n, 141n, 175n 6.5: 213n, 239a, 289n, 304, 321n 6.6: 385a, 385n, 417n, 439, 449n, 475n</p>
Presentation of Knowledge and Ideas Purpose, Audience, and Task	
<p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SE/TE: 6.1: 49n, 49a, 49, 79n, 106–107, 107a, 107n, 137a, 137n, 169, 169n 6.2: 201n, 231b, 231n, 265n, 295n, 323a, 323n 6.3: 358–359, 359a, 359n, 389n, 418–419, 419a, 419n, 447, 447a, 447n, 479, 479b, 479n 6.4: 48–49, 49a, 49n, 81a, 81n, 108–109, 109a, 109n, 141n, 174, 175a, 175n 6.5: 213n, 239a, 239n, 262–263, 263a, 263n, 288–289, 289a, 289n, 320–321, 321a, 321n 6.6: 353a, 353n, 385n, 417, 417a, 417n, 449a, 449n, 475n</p>

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Presentation of Knowledge and Ideas Context	
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.	SE/TE: 6.1: 48–49, 49n, 79n, 107 6.2: 201n, 201, 294–295, 295a, 322–323, 323a, 359 6.3: 419, 447a, 447q, 447, 479a 6.4: 81a, 81, 109a, 109, 140–141, 141a, 175 6.5: 263a, 288–289, 289a, 320–321, 321a 6.6: 416–417, 417a, 448–449, 449a
Integration of Knowledge and Ideas Multimedia	
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.	SE/TE: 6.1: 79n, 106–107, 107a, 137n, 169n 6.2: 201b, 201n, 201, 265b, 265n 6.3: 359b, 359n, 389b, 389n, 389, 419a, 419b, 419n, 447b, 447n, 479b, 479n 6.4: 49b, 49n, 81b, 81n, 109b, 109n, 109, 141n, 175b, 175n 6.5: 213b, 213n, 239, 263b, 263n, 289b, 289n, 321b, 321n 6.6: 353n, 384–385, 385a, 385n, 385, 417b, 417n, 449b, 449n, 475b, 475n

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Conventions of Standard English	
<p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</p>	<p>SE/TE: 6.1: 23d, 24c, 31b, 31c, 42–43, 49b, 49c, 49n, 49o, 49p, 53d, 63c, 73d–73e, 74–75, 75a, 79b, 79n–79o, 79p–79q, 83d, 93c, 101e, 102–103, 103a, 104c, 104–105, 105a, 107b–107c, 107o, 107p, 111d, 121b, 129e, 130–131, 137c, 137o, 137p, 141d, 151c, 161e, 162–163, 163a, 169c, 169o, 169p–169q 6.2: 179d, 189c, 195e, 196–197, 197a, 201b–201c, 201n–201o, 201p–201q, 206–207, 235d, 245c, 257e, 258–259, 259a, 265c, 265o, 265p, 269d, 281c, 287d, 288–289, 289a, 295c, 295o, 299d, 309c, 317e, 318–319, 319a, 323c, 323o, 323p–323q 6.3: 333d, 345c, 351e, 352–352, 353a, 353b–353c, 359b–359c, 359n–359o, 363c, 371c, 381e, 382–383, 383a, 389b, 389n, 389p–389q, 393d, 403c, 411e, 412–413, 413a, 419c, 419n–419o, 419p–419q, 423d, 433c, 441e, 442–443, 443a, 447b, 447n, 447p–447q, 451d, 461c, 473e, 474–475, 475a, 479b, 479o, 479p–479q 6.4: 42–43, 72–73, 85d, 95b, 109c, 109p–109q, 113c, 125c, 133e, 134–135, 141c, 141p–141q, 145d, 157c, 167e, 168–169, 169a, 175c, 175n, 175p–175q 6.5: 185d, 199c, 207e, 209b, 213c, 213o, 213p, 217d, 227c, 233e, 234–235, 235a, 239c, 239o, 239p, 243d, 251c, 257e, 258–259, 263c, 263o, 263p, 267d, 275c, 281e, 282–283, 283a, 289c, 289o, 289p, 293d, 305c, 315e, 316–317, 317a, 321c, 321d, 321o, 321p 6.6: 331d, 341c, 347e, 348–349, 353c, 353o, 353p, 357d, 367c, 377e, 378–379, 379a, 385c, 385o, 385p, 389d, 401c, 410–411, 417c, 417o, 417p, 421d, 431c, 442–443, 449c, 449o, 449p, 453d, 459c, 475c, 475o, 475p</p>

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