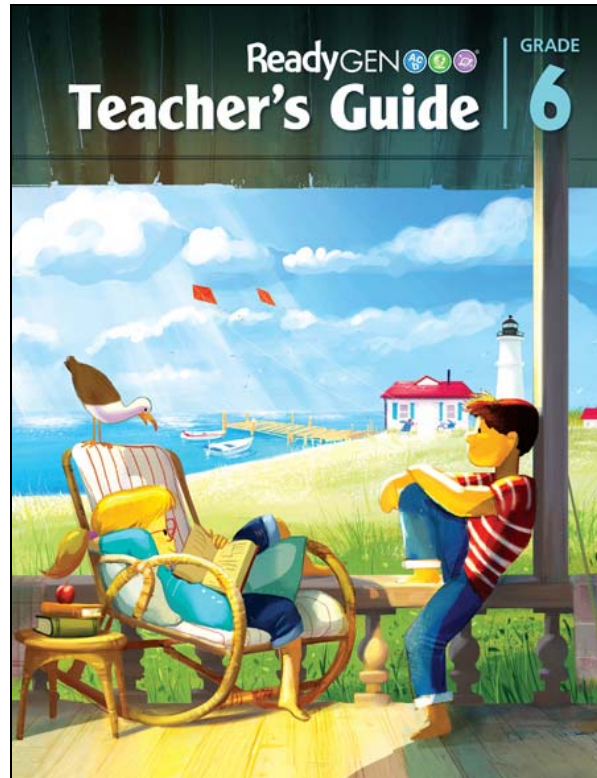


A Correlation of

**ReadyGEN**

Grade 6, ©2016



To the

**Pennsylvania Core Standards  
English Language Arts  
Grade 6**

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

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Pennsylvania Core Standards for English Language Arts*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

**ReadyGEN ©2016** is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students' behavior from passive to active learning

### Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher's Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

### Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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Pennsylvania Core Standards for English Language Arts, Grade 6	ReadyGEN, ©2016 Grade 6
<b>1.2 Reading Informational Text</b> <b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
Key Ideas and Details Main Idea	
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	<b>TG U1:</b> 212, 213, 214, 215, 216, 217, 243, 272, 273, 274, 276, 302, 304, 306, 307 <b>TG U2:</b> 14, 15, 16, 92, 93, 94, 95, 96, 97, 134 <b>TG U3:</b> 42, 43, 44, 46, 47, 52, 54, 56, 62, 64, 66, 322, 323, 324, 326 <b>TG U4:</b> 32, 33, 34, 35, 42, 43, 44, 45, 46, 47, 312, 313, 314, 316, 317
Key Ideas and Details Text Analysis	
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	<b>TG U1:</b> 92, 93, 97, 102, 103, 104, 105, 106, 107, 172, 182, 183 <b>TG U2:</b> 12, 15, 23, 36, 37, 43, 45, 53, 63, 73, 93, 103, 183, 186, 236 <b>TG U3:</b> 12, 13, 14, 16, 17, 42, 112, 122, 132, 136, 137, 172, 342, 343 <b>TG U4:</b> 182, 183, 184, 185, 187, 312, 313, 314, 315, 316, 317, 333, 343, 353, 373
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	<b>TG U1:</b> 92, 93, 95, 95, 96, 97, 222, 223 <b>TG U2:</b> 14, 22, 24, 26, 27, 36, 37, 54, 56, 72, 76, 94, 112, 114, 116 <b>TG U3:</b> 22, 27, 33, 36, 37, 42, 46, 47, 67, 87, 113, 132, 133, 134, 135 <b>TG U4:</b> 32, 34, 82, 83, 84, 86, 87, 102, 104, 106, 107, 142, 144, 146, 147
Craft and Structure Point of View	
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	<b>TG U1:</b> 92, 93, 173, 212, 243, 297, 333, 343 <b>TG U2:</b> 12, 13, 14, 16, 17, 43, 44, 46, 63, 72, 73, 74, 82, 83, 84 <b>TG U3:</b> 72, 73, 74, 82, 83, 84, 86, 87, 122, 123, 124, 126, 127, 142, 143 <b>TG U4:</b> 12, 13, 14, 15, 16, 17, 92, 93, 94, 95, 96, 97, 172, 173, 174

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Craft and Structure Text Structure	
CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2	<b>TG U1:</b> 232, 233, 234, 235, 342, 343, 344, 346, 347 <b>TG U2:</b> 43, 44, 46, 82, 84, 86, 87, 133, 187 <b>TG U3:</b> 72, 74, 76, 77, 83, 87, 113, 133, 135, 183 <b>TG U4:</b> 302, 303, 304, 306, 307, 322, 323, 324, 326, 327, 342, 343, 344, 346, 347
Craft and Structure Vocabulary	
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	<b>TG U1:</b> 183, 233, 285, 313, WA17, WA18, WA19, WA23, WA24, WA25 <b>TG U2:</b> 32, 33, 34, 44, 46, 122, 123, 124, 126, 127 <b>TG U3:</b> 52, 53, 54, 56, 57, 92, 93, 94, 96, 97, 126, 143 <b>TG U4:</b> 13, 53, 83, 113, 143, 372, 374, 376, 377, WA5, WA6, WA7, WA17, WA18, WA19
Integration of Knowledge and Ideas Diverse Media	
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.	<b>TG U1:</b> 252, 253, 254, 255, 256, 257, 282, 284, 286, 287, 322, 323, 324, 326, 327 <b>TG U2:</b> 17, 27, 53, 54, 56, 67, 77, 83, 102, 103, 104, 106, 107, 117, 173 <b>TG U3:</b> 32, 33, 34, 53, 77, 113, 117 <b>TG U4:</b> 302, 303, 304, 305, 306, 307
Integration of Knowledge and Ideas Evaluating Arguments	
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	<b>TG U1:</b> 333 <b>TG U2:</b> 43, 44, 47, 132, 133, 134, 135, 137, 183 <b>TG U3:</b> 362, 363, 364, 365, 366, 367 <b>TG U4:</b> 52, 54, 56, 57, 62, 63, 64, 66, 67, 112, 114, 116, 117

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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	<b>TG U1:</b> 112, 114, 116, 117, 172, 173, 174, 176, 177 <b>TG U2:</b> 112, 113, 114, 116, 117, 172, 174, 176, 177, 183, 184, 186, 187 <b>TG U3:</b> 82, 83, 84, 86, 87, 102, 103, 104, 106, 107, 152, 153, 154, 156, 157 <b>TG U4:</b> 102, 103, 104, 105, 106, 107, 382, 383, 384, 386, 387
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	<b>TG U1:</b> 94, 134, 174, 214, 244, 264, 294, 324, 344, 374 <b>TG U2:</b> 14, 44, 83, 84, 114, 134 <b>TG U3:</b> 14, 24, 44, 64, 74, 84, 114, 154, 344, 374, 384 <b>TG U4:</b> 14, 44, 64, 94, 124, 154, 184, 304, 324, 344, 364, 384
Vocabulary Acquisition and Use	
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	<b>TG U1:</b> 243, 285, 303, WA2, WA3, WA4, WA10, WA11, WA13, WA20, WA21, WA22 <b>TG U2:</b> 13, 73, WA5, WA6, WA7 <b>TG U3:</b> 53, 73, 93, 96, WA8, WA9, WA10 <b>TG U4:</b> 73, 143, 173, 333, WA10, WA20, WA21, WA22, WA24
Range of Reading	
CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	<b>TG U1:</b> 92, 112, 212, 222, 232, 242, 262, 282, 292, 302, 312, 322, 332, 342, 382 <b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 182 <b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152 <b>TG U4:</b> 12, 32, 62, 92, 132, 152, 172, 302, 312, 332, 342, 352, 362, 372

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Pennsylvania Core Standards for English Language Arts, Grade 6	ReadyGEN, ©2016 Grade 6
<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
Key Ideas and Details Theme	
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	<b>TG U1:</b> 72, 74, 76, 77, 162, 164, 166, 167, 362, 366, 367, 384, 386, 387 <b>TG U2:</b> 162, 163, 164, 166, 167, 315, 325, 353, 385 <b>TG U3:</b> 232, 234, 262, 264, 266, 267, 282, 283, 284, 286, 287, 302, 305, 313, 317 <b>TG U4:</b> 243, 282, 283, 284, 285, 286, 287
Key Ideas and Details Text Analysis	
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	<b>TG U1:</b> 12, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 152, 153, 154, 156 <b>TG U2:</b> 252, 254, 256, 257, 352, 334, 337, 354, 357, 332, 333, 335, 353, 355, 356 <b>TG U3:</b> 212, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313 <b>TG U4:</b> 227, 266, 276
Key Ideas and Details Literary Elements	
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	<b>TG U1:</b> 32, 34, 42, 43, 44, 45, 47, 142, 143, 144, 145, 146, 147 <b>TG U2:</b> 212, 222, 224, 225, 226, 232, 233, 234, 243, 302, 303, 304, 305, 306, 307 <b>TG U3:</b> 212, 213, 217, 222, 223, 224, 226, 227, 252, 253, 254, 256, 257, 262, 264 <b>TG U4:</b> 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 242, 243, 244, 246, 247
Craft and Structure Point of View	
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	<b>TG U1:</b> 12, 13, 14, 15, 16, 17, 122, 123, 124, 125, 126, 127 <b>TG U2:</b> 142, 144, 146, 147, 152, 153, 154, 155, 156, 217, 262, 263, 264, 266, 267 <b>TG U3:</b> 272, 273, 274, 276, 277

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Craft and Structure Text Structure	
CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.  E06.A-C.2.1.2	<b>TG U1:</b> 12, 17, 34, 42, 142, 144, 147 <b>TG U2:</b> 232, 233, 234, 235, 283, 284, 287, 312, 313, 314, 315, 316, 367 <b>TG U3:</b> 287, 296, 302, 307, 313 <b>TG U4:</b> 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 234, 235
Craft and Structure Vocabulary	
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	<b>TG U1:</b> 13, 33, 43, 52, 53, 54, 55, 56, 57, WA17, WA18, WA19, WA23, WA24, WA25 <b>TG U2:</b> 143, 153, 242, 246, 247, 362, 363, WA14, WA20, WA21 <b>TG U3:</b> 223, 242, 243, 244, 245, 246, 247, 253 <b>TG U4:</b> 252, 253, 254, 255, 256, 257, 263, 283, 293, WA5, WA6, WA7, WA17, WA18, WA19
Integration of Knowledge and Ideas Sources of Information	
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.	<b>TG U1:</b> 110, 127 <b>TG U2:</b> 247, 317, 363, 377 <b>TG U3:</b> 302, 317, 377
Integration of Knowledge and Ideas Text Analysis	
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	<b>TG U1:</b> 112, 114, 132, 134, 172, 174, 176, 177, 182, 184, 186, 187 <b>TG U2:</b> 322, 323, 324, 325, 326, 327, 372, 373, 374, 376, 377, 382, 383, 384, 386 <b>TG U3:</b> 312, 313, 374 <b>TG U4:</b> 382, 383, 384, 386, 387
Vocabulary Acquisition and Use Strategies	
CC.1.3.6.I 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	<b>TG U1:</b> 23, 63, 365, WA2, WA3, WA4, WA10, WA11, WA13, WA20, WA21, WA22 <b>TG U2:</b> 223, 253, 283, 383, WA5, WA6, WA7 <b>TG U3:</b> 275, WA8, WA9, WA10 <b>TG U4:</b> WA10, WA20, WA21, WA22, WA24



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<b>Vocabulary Acquisition and Use</b>	
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	<b>TG U1:</b> 24, 44, 64, 134, 154, 174, 354, 374 <b>TG U2:</b> 164, 214, 234, 264, 274, 294, 304, 324, 364 <b>TG U3:</b> 214, 234, 254, 374, 384 <b>TG U4:</b> 234, 264, 284, 384
<b>Range of Reading</b>	
CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	<b>TG U1:</b> 12, 32, 42, 62, 82, 122, 152, 162, 172, 182, 352, 362 <b>TG U2:</b> 142, 152, 212, 222, 252, 272, 282, 292, 302, 312, 322, 342, 352 <b>TG U3:</b> 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312 <b>TG U4:</b> 212, 222, 232, 242, 252, 262, 272, 282, 292, 372, 382
<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>Informative/Explanatory</b>	
CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	<b>TG U1:</b> 228-230, 248-250, 258-260, 268-270, 278-280, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390, 392-399 <b>TG U3:</b> 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 192-199 <b>TG U4:</b> 218-220, 258-260, 268-270, 278-280, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390, 392-399
<b>Informative/Explanatory Focus</b>	
CC.1.4.6.B Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1	<b>TG U1:</b> 258, 259, 260, 278, 279, 280, 288, 289, 290, 298, 299, 300, 308, 309, 310 <b>TG U3:</b> 58, 59, 60, 68, 69, 70, 78, 79, 80, 188, 189, 190 <b>TG U4:</b> 258, 259, 260, 328, 329, 330, 392, 396

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<p align="center"><b>Pennsylvania Core Standards for English Language Arts, Grade 6</b></p>	<p align="center"><b>ReadyGEN, ©2016 Grade 6</b></p>
<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><b>TG U1:</b> 268, 269, 270 <b>TG U3:</b> 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 178, 179, 180, <b>TG U4:</b> 268, 269, 270, 392</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><b>TG U1:</b> 258, 259, 260, 269, 278, 279, 280, 288, 289, 290, 298, 299, 300, 308, 309, 310, 328, 329, 330, 368, 369, 370, 392, 396 <b>TG U3:</b> 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 138, 139, 140, 148, 149, 150, 168, 169, 170, 188, 189, 190, 192, 196 <b>TG U4:</b> 258, 259, 260, 298, 299, 300, 328, 329, 318, 319, 320, 330, 392, 396</p>
<p>Informative/Explanatory Style</p>	
<p>CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.</p>	<p><b>TG U1:</b> 218, 219, 220, 269, 270, 279, 280, 300, 310, 318, 319, 320, 330, 358, 359, 360, 368, 369, 370, 379, 389, 394, 395, 396 <b>TG U3:</b> 30, 31, 68, 69, 70, 71, 78, 79, 80, 81, 89, 90, 98, 99, 100, 139, 140, 148, 149, 150, 181, 191, 192, 196, 197 <b>TG U4:</b> 230, 231, 240, 241, 250, 251, 260, 261, 270, 271, 308, 309, 310, 311, 369, 370, 381, 391, 392, 396</p>
<ul style="list-style-type: none"> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<p><b>TG U1:</b> 218, 219, 220, 300, 318, 319, 320, 330, 358, 359, 360, 368, 369, 370, 395 <b>TG U3:</b> 68, 69, 70, 78, 79, 80, 98, 99, 100, 148, 149, 150 <b>TG U4:</b> 308, 309, 310, 392, 396</p>

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<ul style="list-style-type: none"> <li>▪ Use sentences of varying lengths and complexities</li> </ul>	<p><b>TG U3:</b> 30, 31, 70, 71, 80, 81, 89, 90, 149, 150 <b>TG U4:</b> 230, 231, 240, 241, 250, 251, 260, 261, 270, 271, 310, 311, 369, 370</p>
<ul style="list-style-type: none"> <li>▪ Develop and maintain a consistent voice</li> </ul>	<p><b>TG U1:</b> 318, 319, 320 <b>TG U3:</b> 99, 100, 181, 191 <b>TG U4:</b> 309, 310, 391</p>
<ul style="list-style-type: none"> <li>▪ Establish and maintain a formal style.</li> </ul> <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><b>TG U1:</b> 269, 270, 279, 280, 300, 310, 318, 319, 320, 359, 360, 369, 379, 389, 394, 396 <b>TG U3:</b> 100, 139, 140, 181, 192, 196, 197 <b>TG U4:</b> 310, 370, 381, 392, 396</p>
<p>Informative/Explanatory Conventions of Language</p>	
<p>CC.1.4.6.F 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><b>TG U1:</b> 230, 231, 250, 251, 260, 261, 270, 271, 280, 281, 300, 301, 310, 311, 320, 321, 330, 331, 340, 341, 350, 351, 360, 361, 370, 371, 379, 380, 381, 390, 391, 395, 396, 397 <b>TG U3:</b> 30, 31, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 90, 91, 100, 101, 110, 111, 120, 121, 130, 131, 140, 141, 150, 151, 159, 160, 161, 170, 171, 180, 181, 190, 191, 195, 196, 197 <b>TG U4:</b> 220, 221, 260, 261, 270, 271, 280, 281, 300, 301, 310, 311, 320, 321, 330, 331, 340, 341, 350, 351, 360, 361, 370, 371, 379, 380, 381, 390, 391, 395, 396, 397</p>

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<p align="center"><b>Pennsylvania Core Standards for English Language Arts, Grade 6</b></p>	<p align="center"><b>ReadyGEN, ©2016 Grade 6</b></p>
<p>Opinion/Argumentative</p>	
<p>CC.1.4.6.G Write arguments to support claims.</p>	<p><b>TG U2:</b> 18-20, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 192-199 <b>TG U3:</b> 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390 <b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 118-120, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 192-199</p>
<p>Opinion/Argumentative Focus</p>	
<p>CC.1.4.6.H Introduce and state an opinion on a topic. E06.C.1.1.1 E06.E.1.1.1</p>	<p><b>TG U2:</b> 38, 39, 40, 118, 119, 120, 148, 149, 150 <b>TG U3:</b> 238, 239, 240, 248, 249, 250, 348, 349, 350, 358, 359, 360, 378, 379, 380 <b>TG U4:</b> 58, 59, 60, 148, 149, 150, 158, 159, 160, 192, 196</p>
<p>Opinion/Argumentative Content</p>	
<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. E06.C.1.1.2 E06.E.1.1.2</p>	<p><b>TG U2:</b> 48, 49, 50, 78, 79, 80, 158, 159, 160 <b>TG U3:</b> 268, 269, 270, 278, 279, 280, 308, 309, 310, 328, 329, 330, 378, 379, 380 <b>TG U4:</b> 38, 39, 40, 48, 49, 50, 58, 59, 60, 108, 109, 110, 192, 194</p>
<p>Opinion/Argumentative Organization</p>	
<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. 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><b>TG U2:</b> 48, 49, 50, 78, 79, 80, 88, 89, 90, 158, 159, 160 <b>TG U3:</b> 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 308, 309, 310, 328, 329, 330, 368, 369, 370, 378, 379, 380 <b>TG U4:</b> 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 98, 99, 100, 108, 109, 110, 192, 194, 196</p>

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<p>Opinion/Argumentative Style</p>	
<p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.</p>	<p><b>TG U2:</b> 20, 30, 31, 38, 40, 41, 58, 59, 60, 68, 69, 70, 78, 79, 80, 90, 91, 108, 109, 110, 128, 129, 130, 140, 141, 150, 151, 159, 160, 161, 168, 169, 170, 171, 188, 189, 190, 192, 195, 196 <b>TG U3:</b> 258, 259, 260, 269, 270, 271, 278, 279, 280, 281, 288, 289, 290, 318, 319, 320, 329, 330, 340, 360, 361, 369, 370, 392, 396 <b>TG U4:</b> 29, 30, 58, 59, 60, 69, 70, 71, 78, 79, 80, 110, 111, 150, 151, 169, 170, 180, 181, 192, 196</p>
<ul style="list-style-type: none"> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<p><b>TG U2:</b> 20, 38, 40, 58, 59, 60, 68, 128, 129, 130, 168, 169, 170, 192, 195, 196 <b>TG U3:</b> 269, 270, 329, 330, 370, 392 <b>TG U4:</b> 58, 59, 60, 69, 70, 169, 170, 180, 181</p>
<ul style="list-style-type: none"> <li>▪ Use sentences of varying lengths and complexities.</li> </ul>	<p><b>TG U2:</b> 30, 31, 40, 41, 90, 91, 140, 141, 150, 151, 160, 161, 170, 171 <b>TG U3:</b> 269, 270, 271, 280, 281, 360, 361 <b>TG U4:</b> 70, 71, 110, 111, 150, 151</p>
<ul style="list-style-type: none"> <li>▪ Develop and maintain a consistent voice</li> </ul>	<p><b>TG U2:</b> 38, 69, 70, 108, 109, 110, 128, 129, 130, 159, 160 <b>TG U3:</b> 259, 260, 318, 319, 320 <b>TG U4:</b> 29, 30, 78, 79, 80</p>
<ul style="list-style-type: none"> <li>▪ Establish and maintain a formal style.</li> </ul> <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><b>TG U2:</b> 68, 69, 70, 78, 79, 80, 188, 189, 190 <b>TG U3:</b> 258, 259, 260, 278, 279, 280, 288, 289, 290, 318, 319, 320, 330, 360, 361, 369, 370, 392, 396 <b>TG U4:</b> 78, 79, 80, 169, 170, 192, 196</p>

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Opinion/Argumentative Conventions of Language	
CC.1.4.6.L 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	<b>TG U2:</b> 20, 21, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 90, 91, 100, 101, 110, 111, 120, 121, 130, 131, 140, 141, 150, 151, 160, 161, 170, 171, 178, 179, 180, 181, 190, 191, 195, 196, 197 <b>TG U3:</b> 230, 231, 240, 241, 250, 251, 260, 261, 270, 271, 280, 281, 290, 291, 300, 301, 310, 311, 320, 321, 330, 331, 340, 341, 350, 351, 360, 361, 370, 371, 379, 380, 381, 390, 391 <b>TG U4:</b> 20, 21, 30, 31, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 90, 91, 100, 101, 120, 121, 140, 141, 150, 151, 160, 161, 170, 171, 178, 179, 180, 181, 190, 191, 195, 196, 197
Narrative	
CC.1.4.6.M Write narratives to develop real or imagined experiences or events.	<b>TG U1:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 138-140, 148-150, 158-160, 168-170, 178-180, 192-199 <b>TG U2:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 318-320, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390, 392-399
Narrative Focus	
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	<b>TG U1:</b> 18, 19, 20, 28, 29, 30, 98, 99, 100 <b>TG U2:</b> 228, 229, 230, 238, 239, 240, 248, 249, 250, 318, 319, 320, 348, 349, 350
Narrative Content	
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	<b>TG U1:</b> 48, 49, 50, 108, 109, 110 <b>TG U2:</b> 218, 219, 220, 258, 259, 260, 268, 269, 270

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<p>Narrative Organization</p>	
<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><b>TG U1:</b> 18, 19, 20, 28, 29, 30, 68, 69, 70, 78, 79, 80, 98, 99, 100 <b>TG U2:</b> 228, 229, 230, 238, 239, 240, 248, 249, 250, 278, 279, 280, 288, 289, 290, 298, 299, 300, 318, 319, 320, 348, 349, 350, 392, 396</p>
<p>Narrative Style</p>	
<p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p>	<p><b>TG U1:</b> 38, 39, 40, 48, 49, 50, 51, 58, 59, 60, 80, 81, 109, 110, 118, 119, 120, 150, 151, 158, 159, 160 <b>TG U2:</b> 220, 221, 239, 240, 258, 259, 260, 268, 269, 270, 278, 279, 280, 289, 290, 300, 301, 392, 396</p>
<ul style="list-style-type: none"> <li>▪ Vary sentence patterns for meaning, reader/listener interest, and style.</li> </ul>	<p><b>TG U1:</b> 48, 49, 50, 51, 80, 81, 150, 151 <b>TG U2:</b> 220, 221, 268, 300, 301</p>
<ul style="list-style-type: none"> <li>▪ Use precise language.</li> </ul>	<p><b>TG U1:</b> 58, 59, 60, 110, 118, 119, 120, 158, 159, 160 <b>TG U2:</b> 258, 259, 260, 268, 269, 270, 278, 279, 280, 392, 396</p>
<ul style="list-style-type: none"> <li>▪ Develop and maintain a consistent voice. 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</li> </ul>	<p><b>TG U1:</b> 38, 39, 40, 59, 60, 109, 110, 120, 159, 160 <b>TG U2:</b> 239, 240, 258, 259, 260, 278, 279, 280, 289, 290</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><b>TG U1:</b> 20, 21, 30, 31, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 100, 101, 110, 111, 120, 121, 140, 141, 150, 151, 160, 161, 168, 169, 170, 171, 180, 181, 195, 196, 197 <b>TG U2:</b> 220, 230, 240, 250, 260, 270, 278-280, 290, 300, 320, 340, 350, 358, 360, 368, 369, 370, 380, 390, 395, 396, 397</p>
<p>Response to Literature</p>	
<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. 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><b>TG U1:</b> 88, 89, 90 <b>TG U2:</b> 308, 309, 310, 388, 389, 390 <b>TG U3:</b> 278, 279, 280, 298, 299, 300, 318, 319, 320, 328, 329, 330, 338, 339, 340 <b>TG U4:</b> 108, 109, 110, 118, 119, 120, 138, 139, 140</p>
<p>Production and Distribution of Writing Writing Process</p>	
<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><b>TG U1:</b> 138, 139, 140, 158, 159, 160, 168, 169, 170, 338, 339, 340, 378, 379, 380 <b>TG U2:</b> 79, 109, 168, 169, 178, 179, 180, 279, 289, 338, 339, 340, 358, 359 <b>TG U3:</b> 118, 119, 120, 138, 139, 140, 148, 149, 150, 158, 159, 160 <b>TG U4:</b> 148, 149, 150, 168, 169, 170, 178, 179, 180, 368, 369, 370, 378, 379, 380</p>



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<p><b>Technology and Publication</b></p>	
<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><b>TG U1:</b> 20, 30, 50, 70, 80, 90, 100, 107, 198, 230, 310, 370  <b>TG U2:</b> 90, 100, 107, 120, 140, 180, 189, 190, 260, 290, 307, 310, 320, 370, 380  <b>TG U3:</b> 20, 80, 120, 170, 230, 260, 270, 290, 300, 310, 330, 340, 350, 360, 370  <b>TG U4:</b> 20, 70, 107, 110, 120, 150, 170, 198, 220, 240, 280, 300, 307, 390, 398</p>
<p><b>Conducting Research</b></p>	
<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><b>TG U1:</b> 128, 129, 130, 188, 189, 190, 238, 239, 240, 338, 339, 340  <b>TG U2:</b> 328, 329, 330  <b>TG U3:</b> 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80  <b>TG U4:</b> 108, 109, 110, 228, 229, 230, 238, 239, 240</p>
<p><b>Credibility, Reliability, and Validity of Sources</b></p>	
<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><b>TG U1:</b> 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290  <b>TG U2:</b> 328, 329, 330, 338, 339, 340, 358, 359, 360  <b>TG U3:</b> 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310  <b>TG U4:</b> 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340</p>
<p><b>Range of Writing</b></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><b>TG U1:</b> 148, 149, 150, 158, 159, 160, 238, 239, 240, 348, 349, 350, 392, 393, 394  <b>TG U2:</b> 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323  <b>TG U3:</b> 18, 19, 20, 58, 59, 60, 118, 119, 120, 248, 249, 250, 268, 269, 270  <b>TG U4:</b> 108, 109, 110, 138, 139, 140, 168, 169, 170, 228, 229, 230, 368, 369, 370</p>

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<p><b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></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><b>TG U1:</b> 34, 224, 244, 294, 334, 364, 384 <b>TG U2:</b> 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323 <b>TG U3:</b> 12, 62, 82, 102, 142, 144, 172, 174, 262, 264, 292, 294, 322, 324, 352 <b>TG U4:</b> 24, 82, 94, 104, 114, 144, 164, 184, 212, 244, 272, 282, 312, 322, 332, 354</p>
<p>Comprehension and Collaboration Critical Listening</p>	
<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><b>TG U2:</b> 80, 90, 100, 120, 160, 198 <b>TG U3:</b> 240, 250, 280, 290, 300, 330, 340, 350, 360, 390, 398 <b>TG U4:</b> 20, 50, 70, 80, 90, 110, 120, 150, 160, 170, 190, 198</p>
<p>Comprehension and Collaboration Evaluating Information</p>	
<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><b>TG U1:</b> 229, 239, 240, 288, 289, 290 <b>TG U2:</b> 23, 33, 53, 54, 56, 57, 102, 104, 106, 107, 363 <b>TG U3:</b> 13, 77, 117, 147 <b>TG U4:</b> 22, 23, 24, 25, 26, 27, 47, 177, 288, 289, 290</p>
<p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p>	
<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><b>TG U1:</b> 180, 270, 300, 350, 360, 370, 388, 389, 390 <b>TG U2:</b> 40, 90, 120, 188, 189, 190, 198, 398 <b>TG U3:</b> 170, 290, 300, 330, 340, 350, 360, 390, 398 <b>TG U4:</b> 60, 198, 300, 330, 335, 350, 398</p>

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<b>Presentation of Knowledge and Ideas Context</b>	
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.	<b>TG U1:</b> 179, 270, 278, 279, 280, 388, 389, 390 <b>TG U2:</b> 68, 69, 70, 168, 169, 170, 188, 189, 190, 388, 389, 390 <b>TG U3:</b> 168, 169, 170, 198, 338, 339, 340 <b>TG U4:</b> 180
<b>Integration of Knowledge and Ideas Multimedia</b>	
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.	<b>TG U1:</b> 260, 290, 360, 390 <b>TG U2:</b> 198, 378, 379, 380, 398 <b>TG U3:</b> 128, 129, 130, 168, 169, 170 <b>TG U4:</b> 190, 194, 198, 288, 289, 290, 348, 349, 350, 388, 389, 390, 398
<b>Conventions of Standard English</b>	
CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.	<b>TG U1:</b> 21, 41, 61, 91, 101, 131, 181, 221, 241, 261, 281, 311, 331, 351, 371 <b>TG U2:</b> 20, 30, 40, 50, 70, 80, 90, 100, 130, 140, 150, 160, 170, 180, 220 <b>TG U3:</b> 98, 99, 100, 138, 139, 140, 168, 169, 170, 258, 259, 260 <b>TG U4:</b> 31, 41, 61, 91, 101, 141, 181, 231, 261, 311, 321, 341, 361, 381, 391