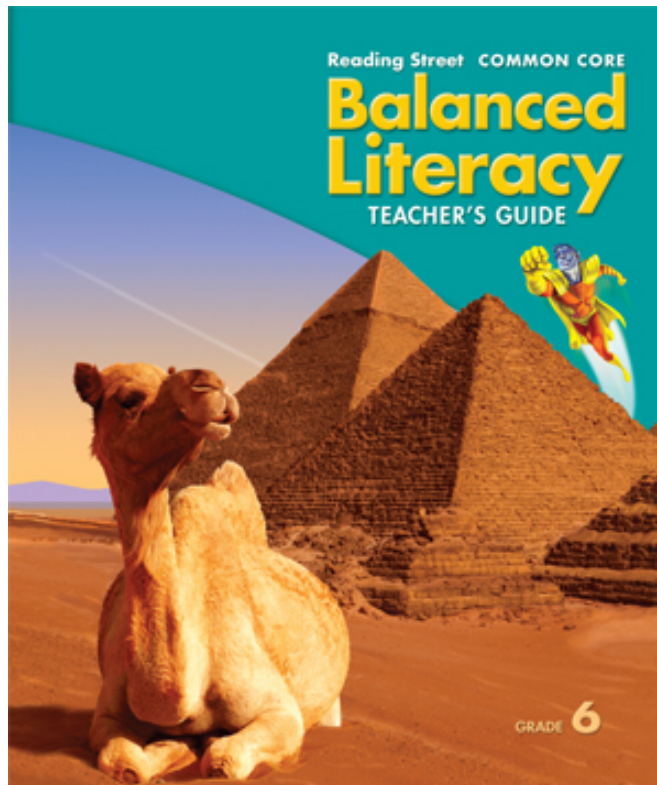


A Correlation of
**Reading Street
Common Core
Balanced Literacy**
©2015



To the
**Common Core State Standards
for English Language Arts
Grade 6**

A Correlation of Reading Street Common Core Balanced Literacy, ©2015 to the Common Core State Standards for English Language Arts Grade 6

Introduction

This document demonstrates how *Reading Street Common Core Balanced Literacy, ©2015*, aligns to the **Common Core State Standards for English Language Arts**. Correlation references are to the Balanced Literacy Teacher's Guide and are cited by page number. The Balanced Literacy Teacher's Guide is a guide for literacy instruction that supports balanced literacy classrooms.

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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**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

Table of Contents

| | |
|---|-----------|
| Reading Standards for Literature | 4 |
| Reading Standards for Informational Text | 5 |
| Writing Standards | 7 |
| Speaking and Listening Standards | 10 |
| Language Standards..... | 11 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|--|---|
| Reading Standards for Literature | |
| Key Ideas and Details | |
| Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | TG: 6, 7, 18, 19, 30, 31, 54, 55, 102, 103, 126, 127, 138, 139, 162, 163, 174, 175, 210, 211, 222, 223, 246, 247, 258, 259, 270, 271, 294, 295, 306, 307, 330, 331 |
| Literature 2. 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. | TG: 6, 7, 18, 19, 30, 31, 54, 102, 103, 126, 127, 138, 139, 162, 163, 174, 175, 210, 211, 222, 223, 246, 247, 270, 271, 306, 307, 330, 331 |
| Literature 3. Describe how a particular story’s 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. | TG: 6, 7, 18, 19, 30, 31, 102, 103, 126, 127, 138, 139, 150, 151, 162, 163, 174, 175, 222, 223, 224, 225, 246, 247, 248, 249, 270, 271, 306, 307, 330, 331 |
| Craft and Structure | |
| Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | TG: 6, 7, 18, 19, 20, 21, 30, 31, 32, 33, 102, 103, 126, 127, 138, 139, 162, 163, 164, 165, 222, 223, 246, 247, 258, 259, 270, 271, 306, 307, 330, 331, 332, 333 |
| Literature 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | TG: 6, 7, 18, 19, 30, 31, 102, 103, 104, 105, 126, 127, 138, 139, 150, 151, 162, 163, 174, 175, 176, 177, 222, 223, 246, 247, 248, 249, 258, 259, 270, 271, 294, 295, 306, 307, 330, 331 |
| Literature 6. Explain how an author develops the point of view of the narrator or speaker in a text. | TG: 6, 7, 8, 9, 102, 103, 138, 139, 162, 163, 246, 247, 330, 331 |
| Integration of Knowledge and Ideas | |
| Literature 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | TG: 6, 7, 108, 126, 127, 138, 139, 210, 211, 228 |
| Literature 8. (Not applicable to literature) | Not applicable according to the Common Core State Standards for English Language Arts |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|---|---|
| Literature 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | TG: 7, 102, 103, 126, 127, 162, 163, 175, 210, 211, 222, 223, 258, 259, 306, 307, 330, 331 |
| Range of Reading and Level of Text Complexity | |
| Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | TG: 6, 7, 12, 18, 19, 30, 31, 36, 60, 54, 55, 102, 103, 108, 126, 127, 132, 138, 139, 150, 151, 162, 163, 168, 174, 175, 210, 211, 222, 223, 228, 246, 247, 252, 258, 259, 270, 271, 276, 294, 295, 306, 307, 312, 330, 331, 336 |
| Reading Standards for Informational Text | |
| Key Ideas and Details | |
| Informational Text 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | TG: 7, 42, 43, 54, 55, 66, 67, 78, 79, 90, 91, 114, 115, 127, 139, 150, 151, 175, 186, 187, 198, 199, 210, 211, 222, 223, 258, 259, 282, 283, 294, 295, 307, 318, 319, 331, 342, 343, 354, 355 |
| Informational Text 2. Determine a 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. | TG: 7, 19, 42, 43, 54, 55, 66, 67, 78, 79, 80, 81, 90, 91, 114, 115, 127, 139, 150, 151, 175, 186, 187, 198, 199, 210, 211, 222, 223, 234, 235, 247, 258, 259, 282, 283, 294, 295, 307, 318, 319, 331, 342, 343, 354, 355 |
| Informational Text 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | TG: 7, 19, 54, 55, 66, 67, 78, 79, 90, 91, 150, 151, 186, 187, 198, 199, 210, 211, 212, 213, 234, 235, 247, 258, 259, 282, 283, 294, 295, 318, 319, 354, 355 |
| Craft and Structure | |
| Informational Text 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | TG: 42, 43, 44, 45, 54, 55, 66, 67, 78, 79, 90, 91, 114, 115, 140, 141, 150, 151, 186, 187, 198, 199, 210, 211, 236, 237, 258, 259, 282, 283, 294, 295, 308, 309, 318, 319, 342, 343, 344, 345, 354, 355 |
| Informational Text 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | TG: 42, 43, 55, 66, 67, 78, 79, 80, 81, 90, 91, 92, 93, 114, 115, 127, 139, 150, 151, 186, 187, 198, 199, 210, 211, 212, 213, 234, 235, 247, 258, 259, 282, 283, 294, 295, 307, 318, 319, 331, 342, 343, 354, 355 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|---|---|
| Informational Text 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | TG: 7, 42, 43, 44, 45, 55, 78, 79, 90, 91, 114, 115, 127, 150, 151, 175, 198, 199, 210, 211, 212, 213, 222, 223, 234, 235, 320, 321, 342, 343, 354, 355, 356, 357 |
| Integration of Knowledge and Ideas | |
| Informational Text 7. 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. | TG: 42, 43, 66, 67, 72, 78, 79, 90, 91, 114, 115, 127, 139, 144, 151, 186, 187, 192, 198, 199, 210, 211, 234, 235, 258, 259, 264, 282, 283, 294, 295, 307, 318, 319, 342, 343, 354, 355 |
| Informational Text 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | TG: 42, 43, 44, 45, 55, 78, 79, 90, 91, 114, 115, 175, 198, 199, 258, 259 |
| Informational Text 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | TG: 66, 67, 78, 79, 90, 91, 114, 115, 139, 151, 186, 187, 198, 199, 210, 211, 234, 235, 247, 258, 259, 282, 283, 295, 318, 319, 342, 343, 354, 355 |
| Range of Reading and Level of Text Complexity | |
| Informational Text 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | TG: 7, 42, 43, 48, 54, 55, 66, 67, 78, 79, 84, 90, 91, 96, 114, 115, 120, 127, 139, 144, 150, 151, 156, 175, 186, 187, 192, 198, 199, 204, 210, 211, 216, 234, 235, 240, 247, 258, 259, 264, 282, 283, 288, 294, 295, 300, 307, 318, 319, 324, 331, 342, 343, 348, 354, 355, 360 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|--|---|
| Writing Standards | |
| Text Types and Purposes | |
| Writing 1. Write arguments to support claims with clear reasons and relevant evidence. | TG: 71, 119, 251, 263, 300, 312, 359 |
| Writing 1.a. Introduce claim(s) and organize the reasons and evidence clearly. | TG: 71, 119, 251, 263, 300, 359 |
| Writing 1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | TG: 47, 71, 119, 251, 263, 300, 359 |
| Writing 1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | TG: 119, 251, 263, 300, 359 |
| Writing 1.d. Establish and maintain a formal style. | TG: 263, 359 |
| Writing 1.e. Provide a concluding statement or section that follows from the argument presented. | TG: 47, 71, 119, 251, 263, 300, 359 |
| Writing 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | TG: 47, 131, 143, 215, 239, 287, 288, 299, 323, 347 |
| Writing 2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TG: 47, 83, 131, 143, 215, 239, 251, 287, 299, 323, 347 |
| Writing 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | TG: 47, 131, 143, 215, 239, 263, 287, 323, 335, 347 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|--|--|
| Writing 2.c. Use appropriate transitions to clarify the relationships among ideas and concepts. | TG: 143, 215, 299, 335, 347 |
| Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | TG: 131, 143, 215, 287, 299, 335, 347 |
| Writing 2.e. Establish and maintain a formal style. | TG: 47, 299, 335 |
| Writing 2.f. Provide a concluding statement or section that follows from the information or explanation presented. | TG: 47, 143 |
| Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | TG: 11, 35, 59, 83, 95, 107, 143, 155, 167, 179, 191, 215, 227, 275, 276, 311 |
| Writing 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | TG: 11, 59, 83, 107, 155, 167, 179, 191, 203, 227, 275, 311 |
| Writing 3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | TG: 11, 35, 59, 83, 107, 155, 167, 203, 215, 227, 275, 311 |
| Writing 3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | TG: 59, 83, 155, 167, 179, 203 |
| Writing 3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | TG: 11, 35, 59, 83, 95, 107, 143, 155, 167, 179, 191, 203, 215, 227, 275, 311 |
| Writing 3.e. Provide a conclusion that follows from the narrated experiences or events. | TG: 83, 107, 143, 155, 167, 203, 227, 275 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|---|--|
| Production and Distribution of Writing | |
| Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | TG: 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 227, 227, 239, 251, 263, 275, 287, 299, 311, 311, 323, 335, 347, 359 |
| Writing 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | TG: 23, 47, 59, 71, 83, 95, 119, 131, 143, 155, 167, 179, 191, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359 |
| Writing 6. 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. | TG: 31, 47, 91, 347 |
| Research to Build and Present Knowledge | |
| Writing 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359 |
| Writing 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | TG: 68, 69, 143, 323 |
| Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | TG: 23, 47, 251, 300, 323 |
| Writing 9a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). | TG: 239, 251, 311, 312 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|--|---|
| Writing 9b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | TG: 239, 323 |
| Range of Writing | |
| Writing 10. 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. | TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359 |
| Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. | TG: 72, 84, 96, 144, 168, 264, 360 |
| Speaking/Listening 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | TG: 12, 24, 48, 60, 72, 84, 96, 132, 252, 264, 276, 312, 324, 348, 360 |
| Speaking/Listening 1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | TG: 84, 96, 120, 144, 312 |
| Speaking/Listening 1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | TG: 72, 84, 96, 252, 360 |
| Speaking/Listening 1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | TG: 96, 312 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|--|---|
| Speaking/Listening 2. 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. | TG: 72, 144, 156, 264, 324 |
| Speaking/Listening 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | TG: 204, 216, 264, 300, 312 |
| Presentation of Knowledge and Ideas | |
| Speaking/Listening 4. 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. | TG: 120, 132, 156, 168, 216, 240, 264, 276, 288, 300, 312, 336, 348 |
| Speaking/Listening 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | TG: 36, 156, 324 |
| Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | TG: 108, 120, 168, 216, 228, 276, 288, 300, 336, 348 |
| Language Standards | |
| Conventions of Standard English | |
| Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | TG: 8, 9, 10, 22, 34, 46, 58, 70, 71, 76, 77, 82, 83, 84, 94, 95, 106, 118, 130, 131, 142, 154, 166, 167, 178, 179, 190, 202, 238, 250, 251, 262, 263, 274, 275, 286, 287, 298, 299, 310, 311, 322, 323, 335, 347, 359 |
| Language 1.a. Ensure that pronouns are in the proper case (subjective, objective, possessive). | TG: 190, 202, 214 |
| Language 1.b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). | TG: 226 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|---|--|
| Language 1.c. Recognize and correct inappropriate shifts in pronoun number and person.* | TG: 275 |
| Language 1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | TG: 275 |
| Language 1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | TG: 263, 299, 359 |
| Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG: 4, 5, 10, 16, 17, 22, 28, 29, 40, 41, 52, 53, 64, 65, 71, 76, 77, 88, 89, 100, 101, 112, 113, 124, 125, 136, 137, 148, 149, 160, 161, 167, 172, 173, 179, 184, 185, 196, 197, 208, 209, 220, 221, 232, 233, 244, 245, 251, 256, 257, 263, 268, 269, 275, 280, 281, 287, 292, 293, 299, 304, 305, 311, 316, 317, 323, 328, 329, 334, 335, 340, 341, 346, 347, 352, 353, 358, 359 |
| Language 2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | TG: 334, 358 |
| Language 2.b. Spell correctly. | TG: 4, 5, 16, 17, 28, 29, 40, 41, 52, 53, 64, 65, 71, 76, 77, 88, 89, 100, 101, 112, 113, 124, 125, 136, 137, 148, 149, 160, 161, 172, 173, 184, 185, 196, 197, 208, 209, 220, 221, 232, 233, 244, 245, 251, 256, 257, 263, 268, 269, 275, 280, 281, 287, 292, 293, 299, 304, 305, 311, 316, 317, 323, 328, 329, 335, 340, 341, 347, 352, 353, 359 |
| Knowledge of Language | |
| Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TG: 11, 22, 35, 59, 71, 95, 107, 116, 117, 119, 131, 143, 152, 153, 155, 167, 179, 200, 201, 204, 212, 213, 216, 224, 225, 251, 260, 261, 263, 275, 287, 299, 332, 333, 335, 344, 345, 347, 359 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|--|--|
| Language 3.a. Vary sentence patterns for meaning, reader/ listener interest, and style.* | TG: 71, 95, 131, 155, 251, 287, 347 |
| Language 3.b. Maintain consistency in style and tone.* | TG: 71, 119, 131, 155, 251, 260, 261, 263, 275, 299, 311 |
| Vocabulary Acquisition and Use | |
| Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. | TG: 4, 5, 8, 9, 12, 16, 17, 20, 21, 28, 29, 32, 33, 36, 40, 41, 64, 65, 80, 81, 84, 92, 93, 108, 116, 117, 124, 125, 164, 165, 184, 185, 196, 197, 204, 208, 209, 220, 221, 232, 233, 244, 245, 256, 257, 264, 272, 273, 288, 296, 297, 328, 329, 336, 332, 333, 340, 341, 344, 345, 348 |
| Language 4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | TG: 8, 9, 28, 29, 36, 40, 41, 48, 56, 57, 60, 64, 65, 72, 76, 77, 88, 89, 96, 100, 101, 108, 112, 113, 120, 124, 125, 132, 136, 137, 144, 148, 149, 156, 160, 161, 164, 165, 168, 172, 173, 184, 185, 192, 208, 209, 216, 220, 221, 228, 232, 233, 244, 245, 252, 256, 257, 264, 268, 269, 276, 280, 281, 288, 292, 293, 300, 304, 305, 312, 316, 317, 324, 328, 329, 336, 340, 341, 348, 352, 353, 360 |
| Language 4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). | TG: 16, 17, 44, 45, 60, 64, 65, 68, 69, 72, 76, 77, 80, 81, 84, 112, 113, 116, 117, 120, 128, 129, 144, 140, 141, 152, 153, 160, 161, 168, 176, 177, 200, 201, 224, 225, 232, 233, 240, 248, 249, 272, 273, 284, 285, 296, 297, 304, 305, 308, 309, 312, 320, 321, 332, 333 |
| Language 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | TG: 4, 5, 8, 9, 32, 33, 56, 57, 68, 69, 80, 81, 84, 92, 93, 96, 104, 105, 120, 164, 165, 188, 189, 196, 197, 204, 260, 261, 292, 293, 300, 320, 321, 324, 344, 345, 348, 356, 357 |

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 6**

| Common Core State Standards for English Language Arts Grade 6 | Reading Street Common Core Balanced Literacy, ©2015 Grade 6 |
|---|--|
| Language 4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | TG: 8, 9, 20, 21, 28, 29, 36, 44, 45, 56, 57, 80, 81, 84, 88, 89, 92, 93, 96, 108, 144, 140, 141, 152, 153, 164, 165, 168, 172, 173, 176, 177, 188, 189, 212, 213, 224, 225, 240, 248, 249, 276, 288, 296, 297, 308, 309, 312, 324, 340, 341, 344, 345, 348 |
| Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | TG: 4, 5, 12, 20, 21, 68, 69, 104, 105, 116, 117, 128, 129, 140, 141, 164, 165, 188, 189, 236, 237, 272, 273, 284, 285, 308, 309, 356, 357 |
| Language 5.a. Interpret figures of speech (e.g., personification) in context. | TG: 128, 129, 140, 141, 188, 189, 236, 237, 308, 309 |
| Language 5.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | TG: 156, 252, 276, 296, 297, 360 |
| Language 5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>). | TG: 4, 20, 21, 104, 105, 128, 129, 148, 149, 156, 236, 237, 268, 269, 276, 284, 285, 352, 353, 356, 357, 360 |
| Language 6. 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. | TG: 3, 4, 5, 15, 16, 17, 27, 28, 29, 39, 40, 41, 51, 52, 53, 63, 64, 65, 75, 76, 77, 80, 81, 87, 88, 89, 99, 100, 101, 111, 112, 113, 123, 124, 125, 126, 127, 135, 136, 137, 147, 148, 149, 159, 160, 161, 171, 172, 173, 183, 184, 185, 195, 196, 197, 204, 207, 208, 209, 219, 220, 221, 224, 225, 231, 232, 233, 243, 244, 245, 255, 256, 257, 267, 268, 269, 279, 280, 281, 291, 292, 293, 303, 304, 305, 315, 316, 317, 327, 328, 329, 339, 340, 341, 351, 352, 353 |