

A Correlation of



©2016

To the
South Carolina
College and Career Ready Standards
for English Language Arts
Grade 6

**A Correlation of ReadyGEN ©2016, Grade 6
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *South Carolina College and Career Ready 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 integrated 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

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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Grade 6	
Inquiry-Based Literacy Standards (I)	
GRADE SIX	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 338, 339, 340 TG U2: 328, 329, 330 TG U3: 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80 TG U4: 108, 109, 110, 228, 229, 230, 238, 239, 240
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 338, 339, 340 TG U2: 328, 329, 330 TG U3: 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80 TG U4: 108, 109, 110, 228, 229, 230, 238, 239, 240
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action by using appropriate discipline-specific strategies.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	TG U1: 88, 89, 90 TG U2: 308, 309, 310, 388, 389, 390 TG U3: 278, 279, 280, 298, 299, 300, 318, 319, 320, 328, 329, 330, 338, 339, 340 TG U4: 108, 109, 110, 118, 119, 120, 138, 139, 140

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3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	TG U1: 130, 190, 240, 340 TG U2: 330 TG U3: 30, 40, 50, 60, 80 TG U4: 110, 230, 240
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	TG U1: 130, 190, 240, 340 TG U2: 330 TG U3: 30, 40, 50, 60, 80 TG U4: 110, 230, 240
4.3 Reflect on findings and pose appropriate questions for further inquiry.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 338, 339, 340 TG U2: 328, 329, 330 TG U3: 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80 TG U4: 108, 109, 110, 228, 229, 230, 238, 239, 240

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Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
5.2 Employ past and present learning in order to monitor and guide inquiry.	Supporting Content: TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
Reading –Literary Text	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	<i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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<p>1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.</p>	<p>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds	
<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	<p>3.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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3.2 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Use knowledge of how syllables work to read multisyllabic words.</i>	3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
3.3 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</i>	3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
3.4 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Use and apply knowledge of vowel diphthongs.</i>	3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
3.5 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Use and apply knowledge of how inflectional endings change words.</i>	3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
3.6 Students are expected to build upon and continue applying previous learning. <i>Grade 3 Read grade-appropriate irregularly spelled words.</i>	3.6 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.	4.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
4.2 Students are expected to build upon and continue applying previous learning. Grade 4 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.

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Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TG U1: 12, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 152, 153, 154, 156 TG U2: 252, 254, 256, 257, 352, 334, 337, 354, 357, 332, 333, 335, 353, 355, 356 TG U3: 212, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313 TG U4: 227, 266, 276
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Make predictions before and during reading; confirm or modify thinking.	5.2 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	TG U1: 72, 74, 76, 77, 162, 164, 166, 167, 362, 366, 367, 384, 386, 387 TG U2: 162, 163, 164, 166, 167, 315, 325, 353, 385 TG U3: 232, 234, 262, 264, 266, 267, 282, 283, 284, 286, 287, 302, 305, 313, 317 TG U4: 243, 282, 283, 284, 285, 286, 287
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.	TG U1: 110, 127 TG U2: 247, 317, 363, 377 TG U3: 302, 317, 377
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	TG U1: 112, 114, 132, 134, 172, 174, 176, 177, 182, 184, 186, 187 TG U2: 322, 323, 324, 325, 326, 327, 372, 373, 374, 376, 377, 382, 383, 384, 386 TG U3: 312, 313, 374 TG U4: 382, 383, 384, 386, 387

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Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.	<p>TG U1: 32, 34, 42, 43, 44, 45, 47, 142, 143, 144, 145, 146, 147</p> <p>TG U2: 212, 222, 224, 225, 226, 232, 233, 234, 243, 302, 303, 304, 305, 306, 307</p> <p>TG U3: 212, 213, 217, 222, 223, 224, 226, 227, 252, 253, 254, 256, 257, 262, 264</p> <p>TG U4: 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 242, 243, 244, 246, 247</p>
Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	<p>TG U1: 13, 33, 43, 52, 53, 54, 55, 56, 57, WA17, WA18, WA19, WA23, WA24, WA25</p> <p>TG U2: 143, 153, 242, 246, 247, 362, 363, WA14, WA20, WA21</p> <p>TG U3: 223, 242, 243, 244, 245, 246, 247, 253</p> <p>TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 293, WA5, WA6, WA7, WA17, WA18, WA19</p>
9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.	<p>TG U1: 13, 33, 43, 52, 53, 54, 55, 56, 57, WA17, WA18, WA19, WA23, WA24, WA25</p> <p>TG U2: 143, 153, 242, 246, 247, 362, 363, WA14, WA20, WA21</p> <p>TG U3: 223, 242, 243, 244, 245, 246, 247, 253</p> <p>TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 293, WA5, WA6, WA7, WA17, WA18, WA19</p>

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Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.	<p>TG U1: 12, 13, 14, 32, 33, 34, 42, 43, 44, 62, 63, 64, 82, 83, 84, 122, 123, 124, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 352, 353, 354, 362, 363, 364</p> <p>TG U2: 142, 143, 144, 152, 153, 154, 212, 213, 214, 222, 223, 224, 252, 253, 254, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 342, 343, 344, 352, 353, 354</p> <p>TG U3: 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314</p> <p>TG U4: 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 372, 373, 374, 382, 383, 384</p>
10.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	10.2 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	10.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
10.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.	10.4 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
10.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	10.5 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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<i>10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</i>	<p>TG U1: 24, 44, 52, 54, 56, 57, 64, 134, 154, 174, 354, 374, WA23, WA24, WA25, TR28</p> <p>TG U2: 164, 214, 234, 264, 274, 294, 304, 324, 364, WA20, WA21, WA22</p> <p>TG U3: 214, 234, 254, 263, 374, 384</p> <p>TG U4: 234, 264, 284, 384, WA17, WA18, WA19</p>
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.	
11.1 Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.	<p>TG U1: 12, 13, 14, 15, 16, 17, 122, 123, 124, 125, 126, 127</p> <p>TG U2: 142, 144, 146, 147, 152, 153, 154, 155, 156, 217, 262, 263, 264, 266, 267</p> <p>TG U3: 272, 273, 274, 276, 277</p>
<i>11.2 Students are expected to build upon and continue applying previous learning.</i> Grade 3 Compare and contrast the reader’s point of view to that of the narrator or a character.	<i>11.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 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.	<p>TG U1: 12, 17, 34, 42, 142, 144, 147</p> <p>TG U2: 232, 233, 234, 235, 283, 284, 287, 312, 313, 314, 315, 316, 367</p> <p>TG U3: 287, 296, 302, 307, 313</p> <p>TG U4: 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 234, 235</p>
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.	<p>TG U1: 162-163, 164, 166, 167</p> <p>TG U2: 322-323, 324, 326, 327, 352-353, 354, 356, 357, 372-373, 374, 376, 377</p> <p>TG U3: 312-313, 314, 316, 317</p>

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Range and Complexity (RC)	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	<p>TG U1: 12, 16, 17, 32, 36, 37, 42, 46, 47, 62, 66, 67, 82, 86, 87, 122, 126, 127, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 352, 356, 357, 362, 366, 367</p> <p>TG U2: 142, 146, 147, 152, 156, 157, 212, 216, 217, 222, 226, 227, 252, 256, 257, 272, 276, 277, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 342, 346, 347, 352, 356, 357</p> <p>TG U3: 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317</p> <p>TG U4: 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 292, 296, 297, 372, 376, 377, 382, 386, 387</p>
13.2 Read independently for sustained periods of time to build stamina.	<p>TG U1: 15, 35, 45, 65, 85, 125, 155, 165, 175, 185, 355, 365</p> <p>TG U2: 145, 155, 215, 225, 255, 275, 285, 295, 305, 315, 325, 345, 355</p> <p>TG U3: 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315</p> <p>TG U4: 215, 225, 235, 245, 255, 265, 275, 285, 295, 375, 385</p>

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13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	<p>TG U1: 12, 13, 14, 32, 33, 34, 42, 43, 44, 62, 63, 64, 82, 83, 84, 122, 123, 124, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 352, 353, 354, 362, 363, 364</p> <p>TG U2: 142, 143, 144, 152, 153, 154, 212, 213, 214, 222, 223, 224, 252, 253, 254, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 342, 343, 344, 352, 353, 354</p> <p>TG U3: 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314</p> <p>TG U4: 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 372, 373, 374, 382, 383, 384</p>
Reading –Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	<p><i>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	<p><i>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><i>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>

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Standard 2: Demonstrate understanding of spoken words, syllables, and sounds	
<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	<p>3.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	<p>3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	<p>3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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<p><i>3.4 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of vowel diphthongs.</p>	<p><i>3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>3.5 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	<p><i>3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>3.6 Students are expected to build upon and continue applying previous learning.</i> Grade 3 Read grade-appropriate irregularly spelled words.</p>	<p><i>3.6 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
<p>4.1 Read grade-level text with purpose and understanding.</p>	<p>TG U1: 92, 96, 97, 112, 116, 117, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 262, 266, 267, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 382, 386, 387</p> <p>TG U2: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 182, 186, 187</p> <p>TG U3: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157</p> <p>TG U4: 12, 16, 17, 32, 36, 37, 62, 66, 67, 92, 96, 97, 132, 136, 137, 152, 156, 157, 172, 302, 306, 307, 312, 316, 317, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377</p>

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4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	<p>TG U1: 117, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 377, 387</p> <p>TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 187</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 327, 347, 357, 367, 387</p> <p>TG U4: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 317, 327, 347, 357, 367, 377, 387</p>
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: 117, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 377, 387</p> <p>TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 187</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 327, 347, 357, 367, 387</p> <p>TG U4: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 317, 327, 347, 357, 367, 377, 387</p>
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>TG U1: 92, 93, 97, 102, 103, 104, 105, 106, 107, 172, 182, 183</p> <p>TG U2: 12, 15, 23, 36, 37, 43, 45, 53, 63, 73, 93, 103, 183, 186, 236</p> <p>TG U3: 12, 13, 14, 16, 17, 42, 112, 122, 132, 136, 137, 172, 342, 343</p> <p>TG U4: 182, 183, 184, 185, 187, 312, 313, 314, 315, 316, 317, 333, 343, 353, 373</p>
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Make predictions before and during reading; confirm or modify thinking.</i>	5.2 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	<p>TG U1: 214, 243, 244, 245, 246, 247, 272, 273, 274, 276, 277,</p> <p>TG U2: 14, 15, 16, 134</p> <p>TG U3: 322, 323, 324, 326</p> <p>TG U4: 42, 43, 44, 46, 47</p>

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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	TG U1: 252, 253, 254, 255, 256, 257, 282, 284, 286, 287, 322, 323, 324, 326, 327 TG U2: 17, 27, 53, 54, 56, 67, 77, 83, 102, 103, 104, 106, 107, 117, 173 TG U3: 32, 33, 34, 53, 77, 113, 117 TG U4: 302, 303, 304, 305, 306, 307
Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	TG U1: 183, 233, 285, 313, WA17, WA18, WA19, WA23, WA24, WA25 TG U2: 32, 33, 34, 44, 46, 122, 123, 124, 126, 127 TG U3: 52, 53, 54, 56, 57, 92, 93, 94, 96, 97, 126, 143 TG U4: 13, 53, 83, 113, 143, 372, 374, 376, 377, WA5, WA6, WA7, WA17, WA18, WA19
8.2 Identify text features and structures that support an author’s ideas or claim.	TG U1: 112-113, 114, 116, 117, 342-343, 344, 346, 347 TG U2: 82-83, 84, 86, 87, 102-103, 104, 106, 107 TG U4: 22-23, 24, 26, 27, 122-123, 124, 126, 127, 132-133, 134, 136, 137, 302-303, 304, 306, 307, 322-323, 324, 326, 327, 332-333, 334, 336, 337, 342-343, 344, 346, 347, 362-363, 364, 366, 367
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.	TG U1: 233, 285, 313, WA8, WA10, WA12, WA13 TG U2: WA5, WA6, WA7, WA12, WA13 TG U3: 33, 53, 56, 93, 94, 95, 96, 97, WA3, WA8, WA10, WA11 TG U4: 25, 165, 333, 355, 375, WA8, WA9, WA10, WA20, WA22

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9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.	TG U1: 233, WA7, WA12, WA14, WA15, WA16 TG U2: WA8, WA9, WA10, WA23, WA24, WA25 TG U3: 83, 93, WA5, WA6, WA7, WA21, WA22 TG U4: WA2, WA3, WA4, WA23, WA24, WA25
9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	9.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
9.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	9.4 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
9.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 5 Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.	9.5 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.	
10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	TG U1: 112, 114, 116, 117, 172, 173, 174, 176, 177 TG U2: 112, 113, 114, 116, 117, 172, 174, 176, 177, 183, 184, 186, 187 TG U3: 82, 83, 84, 86, 87, 102, 103, 104, 106, 107, 152, 153, 154, 156, 157 TG U4: 102, 103, 104, 105, 106, 107, 382, 383, 384, 386, 387
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Identify text features and structures that support an author’s idea or claim.	TG U1: 112-113, 114, 116, 117, 342-343, 344, 346, 347 TG U2: 82-83, 84, 86, 87, 102-103, 104, 106, 107 TG U4: 22-23, 24, 26, 27, 122-123, 124, 126, 127, 132-133, 134, 136, 137, 302-303, 304, 306, 307, 322-323, 324, 326, 327, 332-333, 334, 336, 337, 342-343, 344, 346, 347, 362-363, 364, 366, 367

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11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	TG U1: 333 TG U2: 43, 44, 47, 132, 133, 134, 135, 137, 183 TG U3: 362, 363, 364, 365, 366, 367 TG U4: 52, 54, 56, 57, 62, 63, 64, 66, 67, 112, 114, 116, 117
Range and Complexity (RC)	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	TG U1: 92, 96, 97, 112, 116, 117, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 262, 266, 267, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 236, 237, 342, 246, 247, 382, 386, 387 TG U2: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 182, 186, 187 TG U3: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157 TG U4: 12, 16, 17, 32, 36, 37, 62, 66, 67, 92, 96, 97, 132, 136, 137, 152, 156, 157, 172, 176, 177, 302, 306, 307, 312, 316, 317, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377
12.2 Read independently for sustained periods of time.	TG U1: 95, 115, 215, 225, 235, 245, 265, 285, 295, 305, 315, 325, 335, 345, 385 TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 185 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155 TG U4: 15, 35, 65, 95, 135, 155, 175, 305, 315, 335, 345, 355, 365, 375

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12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 92, 93, 94, 112, 113, 114, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 262, 263, 264, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 382, 383, 384</p> <p>TG U2: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 182, 183, 184</p> <p>TG U3: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154</p> <p>TG U4: 12, 13, 14, 32, 33, 34, 62, 63, 64, 92, 93, 94, 132, 133, 134, 152, 153, 154, 172, 173, 174, 302, 303, 304, 312, 313, 314, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374</p>
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Write arguments that:	
a. introduce a focused claim and organize reasons and evidence clearly;	<p>TG U2: 38, 39, 40, 118, 119, 120, 148, 149, 150</p> <p>TG U3: 238, 239, 240, 248, 249, 250, 348, 349, 350, 358, 359, 360, 378, 379, 380</p> <p>TG U4: 58, 59, 60, 148, 149, 150, 158, 159, 160, 192, 196</p>
b. use information from multiple print and multimedia sources;	<p>TG U2: 18, 19, 20, 28, 29, 30, 48, 49, 50, 138, 139, 140</p> <p>TG U3: 228, 229, 230, 308, 309, 310</p> <p>TG U4: 108, 109, 110, 138, 139, 140</p>
c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;	<p>TG U2: 48, 49, 50, 78, 79, 80, 158, 159, 160</p> <p>TG U3: 268, 269, 270, 278, 279, 280, 308, 309, 310, 328, 329, 330, 378, 379, 380</p> <p>TG U4: 38, 39, 40, 48, 49, 50, 58, 59, 60, 108, 109, 110, 192, 194</p>

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d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;	TG U2: 18, 19, 20, 38, 39, 40, 49, 50, 68, 69, 70, 88, 89, 90, 99, 100, 119, 120, 148, 149, 150, 158, 159, 160, TG U3: 218, 219, 220, 238, 239, 240, 259, 260, 358, 359, 360, TG U4: 18, 19, 20, 58, 59, 60, 148, 149, 150,
e. develop and strengthen writing as needed by planning, revising, editing, rewriting;	TG U2: 18, 19, 20, 21, 78, 79, 80, 81, 88, 89, 90, 91, 108, 109, 110, 111 TG U3: 218, 219, 220, 221, 238, 239, 240, 241, 248, 249, 250, 251, 298, 299, 300, 301, 338, 339, 340, 341 TG U4: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 58, 59, 60, 61, 148, 149, 150, 151
f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;	TG U2: 18, 19, 20, 28, 29, 30, 48, 49, 50 TG U3: 249, 250, 378, 379, 380 TG U4: 118, 119, 120
g. establish and maintain a formal style; and	TG U2: 68, 69, 70, 78, 79, 80, 188, 189, 190 TG U3: 258, 259, 260, 278, 279, 280, 288, 289, 290, 318, 319, 320, 392, 396 TG U4: 78, 79, 80, 192, 196
h. provide a conclusion that follows from and supports the argument.	TG U2: 88, 89, 90, 158, 159, 160 TG U3: 288, 289, 290 TG U4: 98, 99, 100, 192, 196
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a focused topic;	TG U1: 229, 230, 231, 258, 259, 260, 278, 279, 280, 299, 338, 339, 340 TG U3: 58, 59, 60, 118, 119, 120, 196 TG U4: 268, 269, 270, 278, 279, 280, 338, 339, 340, 396

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b. use relevant information from multiple print and multimedia sources;	TG U1: 238, 239, 240, 288, 289, 290, 320, 338, 339, 340 TG U3: 28, 29, 30, 38, 39, 40, 119, 120, 128, 129, 130, 178, 179, 180, 188, 189, 190 TG U4: 228, 229, 230, 238, 239, 240, 288, 289, 290, 338, 339, 340
c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;	TG U1: 258, 259, 260, 268, 269, 270, 298, 299, 300, 308, 309, 310, 348, 349, 350 TG U3: 48, 49, 50, 68, 69, 70, 138, 139, 140, 196 TG U4: 258, 259, 260, 328, 329, 330, 396
d. use credible sources;	TG U1: 238, 239, 240, 338, 339, 340 TG U3: 30, 38, 39, 40, 128, 129, 130, 178, 179, 180 TG U4: 228, 229, 230, 288, 289, 290, 338, 339, 340
e. include formatting, graphics, and multimedia to aid comprehension;	TG U1: 288, 289, 290, 359, 360, 368, 369, 370 TG U3: 50, 128, 129, 130, 168, 169, 170 TG U4: 288, 289, 290, 359, 360, 388, 389, 390, 396
f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;	TG U1: 268, 269, 270 TG U3: 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 178, 179, 180, TG U4: 268, 269, 270, 392
g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	TG U1: 228, 229, 230, 231 TG U3: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 48, 49, 50, 51 TG U4: 218, 219, 220, 221, 258, 259, 260, 261, 338, 339, 340, 341, 348, 349, 350, 351, 392-399
h. paraphrase, quote, and summarize to avoid plagiarism;	TG U1: 248, 249, 250, 329, 339 TG U3: 30, 78, 79, 80 TG U4: 248, 249, 250

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i. follow a standard format for citation;	TG U1: 238, 239, 240, 248, 249, 250, 288, 289, 290, 338, 339, 340 TG U3: 40, 120, 169, 170 TG U4: 211, 248, 249, 250, 288, 289, 290, 338, 339, 340
j. use appropriate transitions to clarify the relationships among ideas and concepts;	TG U1: 269, 299, 300, 308, 309, 310, 368, 369, 370 TG U3: 88, 89, 90, 98, 99, 100, 148, 149, 150, 192, 196 TG U4: 318, 319, 320, 392, 396
k. use precise language and domain-specific vocabulary to inform or explain the topic;	TG U1: 218, 219, 220, 318, 319, 320, 358, 359, 360, 368, 369, 370 TG U3: 68, 69, 70, 78, 79, 80, 98, 99, 100, 148, 149, 150 TG U4: 308, 309, 310, 392, 396
l. establish and maintain a style and tone authentic to the purpose; and	TG U1: 269, 270, 248, 249, 250, 300, 318, 319, 320, 329, 330, 359, 360, 368, 369, 370, 396 TG U3: 139, 140, 149, 150, 196 TG U4: 308, 309, 310, 368, 369, 370, 396
m. provide a concluding statement or section that follows the information or explanation presented.	TG U1: 328, 329, 330, 392, 396 TG U3: 108, 109, 110, 138, 139, 140, 168, 169, 170 TG U4: 298, 299, 300, 392, 396
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:	
a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;	TG U1: 28, 29, 30, 38, 39, 40, 108, 109, 110, 158, 159, 160, 192, 193, 194 TG U2: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250
b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;	TG U1: 18, 19, 20, 28, 29, 30, 98, 99, 100 TG U2: 228, 229, 230, 238, 239, 240, 248, 249, 250, 318, 319, 320, 348, 349, 350

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c. organize an event sequence that unfolds naturally and logically;	TG U1: 18, 19, 20, 28, 29, 30, 98, 99, 100 TG U2: 228, 229, 230, 238, 239, 240, 248, 249, 250, 318, 319, 320, 348, 349, 350
d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;	TG U1: 48, 49, 50, 108, 109, 110 TG U2: 218, 219, 220, 258, 259, 260, 268, 269, 270
e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;	TG U1: 68, 69, 70 TG U2: 278, 279, 280, 288, 289, 290, 392, 396
f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	TG U1: 28, 29, 30, 31, 38, 39, 40, 41, 108, 109, 110, 111, 158, 159, 160, 161, 192, 192-199 TG U2: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251
g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and	TG U1: 58, 59, 60, 118, 119, 120 TG U2: 258, 259, 260, 278, 279, 280, 392, 396
h. provide a conclusion that follows from and reflects on the narrated experiences or events.	TG U1: 78, 79, 80 TG U2: 298, 299, 300
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	
a. ensure that subjective, objective, and possessive pronouns are in the proper case;	TG U1: 51, 90, 91, 170 TG U2: 100, 101 TG U3: 220, 221, 230, 231, 250, 251 TG U4: 40, 41, 50, 51
b. use intensive pronouns;	TG U1: 270, 271 TG U2: 230, 231 TG U3: 310, 311, 320, 321
c. recognize and use appropriate continuity and shifts in pronoun number and person;	TG U1: 280, 281, 290, 291 TG U2: 61, 251 TG U3: 100, 101, 120, 121, 130, 131, 140, 141, 150, 151, 160, 161 TG U4: 20, 21

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d. recognize and correct pronouns with unclear or ambiguous antecedents;	TG U1: 300, 301 TG U2: 240, 241, 250, 251 TG U3: 240, 241 TG U4: 90, 91, 100, 101
e. recognize variations from standard English in one's own and others' writing; and	TG U1: 390 TG U2: 390, 391 TG U3: 180, 181, 321, 360, 361 TG U4: 180, 181, 380, 381
f. identify and use strategies to improve expression in conventional language.	TG U1: 390 TG U2: 390, 391 TG U3: 180, 181, 321, 360, 361 TG U4: 180, 181, 380, 381
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<i>5.1 Students are expected to build upon and continue applying previous learning. Grade 5 Apply correct usage of capitalization in writing.</i>	<i>5.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
5.2 Use:	
a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and	TG U2: 350, 351, 360, 361, 370, 371 TG U3: 340, 341, 350, 351 TG U4: 250, 251, 260, 261, 270, 271, 280, 281, 290, 291, 300, 301, 310, 311
b. semicolons to connect main clauses and colons to introduce a list or quotation.	TG U2: 270, 271, 273, 291 TG U3: 21
<i>5.3 Students are expected to build upon and continue applying previous learning. Grade 3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</i>	<i>5.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>5.4 Students are expected to build upon and continue applying previous learning. Grade 4 Use spelling patterns and generalizations.</i>	<i>5.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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<p>5.5 Students are expected to build upon and continue applying previous learning. Grade 3 Consult print and multimedia resources to check and correct spelling.</p>	<p>5.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>	<p>TG U1: 148, 149, 150, 158, 159, 160, 238, 239, 240, 348, 349, 350, 392, 393, 394 TG U2: 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323 TG U3: 18, 19, 20, 58, 59, 60, 118, 119, 120, 248, 249, 250, 268, 269, 270 TG U4: 108, 109, 110, 138, 139, 140, 168, 169, 170, 228, 229, 230, 368, 369, 370</p>
<p>6.2 Students are expected to build upon and continue applying previous learning. Grade 2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p>	<p>6.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>6.3 Students are expected to build upon and continue applying conventions previous learning. Grade 1 Write left to right leaving spaces between words.</p>	<p>6.3 Students are expected to build upon and continue applying conventions previous learning according to the South Carolina English Language Arts Standards.</p>
<p>6.4 Students are expected to build upon and continue applying previous learning. Grade 4 Demonstrate effective keyboarding skills.</p>	<p>6.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>6.5 Students are expected to build upon and continue applying previous learning. Grade 5 Connect upper- and lowercase letters efficiently and proportionately in cursive handwriting.</p>	<p>6.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	TG U1: 24, 64, 74, 92, 112, 162, 164, 212, 214, 222, 224, 244, 274, 292, 302 TG U2: 32, 52, 62, 90, 112, 132, 152, 172, 182, 212, 252, 292, 332, 352, 372, 382 TG U3: 13, 33, 53, 73, 79, 113, 133, 163, 213, 243, 283, 303 TG U4: 12, 42, 72, 102, 132, 162, 212, 222, 232, 262, 292, 322, 342, 362, 382
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	TG U1: 12, 34, 52, 74, 92, 114, 132, 154, 162, 184, 212, 244, 262, 314, 342 TG U2: 12, 14, 32, 34, 62, 64, 82, 84, 112, 114, 172, 174, 222, 224, 252, 253 TG U3: 32, 34, 52, 54, 72, 74, 92, 94, 232, 234, 272, 274, 302, 304, 332 TG U4: 34, 54, 64, 94, 104, 112, 114, 134, 144, 154, 234, 244, 294, 312, 314
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	TG U1: 22, 34, 102, 142, 152, 162, 242, 252, 272, 294, 302, 314, 334, 342, 362 TG U2: 12, 22, 34, 42, 74, 82, 92, 132, 142, 164, 182, 242, 252, 296, 306, 332 TG U3: 22, 24, 42, 44, 62, 64, 142, 144, 182, 184, 232, 234, 244, 262, 264 TG U4: 82, 212, 232, 242, 272, 282, 292, 312, 314, 322, 332, 398
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.	TG U1: 34, 224, 244, 294, 334, 364, 384 TG U2: 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323 TG U3: 12, 62, 82, 102, 142, 144, 172, 174, 262, 264, 292, 294, 322, 324, 352 TG U4: 24, 82, 94, 104, 114, 144, 164, 184, 212, 244, 272, 282, 312, 322, 332, 354

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1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.	TG U1: 342 TG U2: 270, 310 TG U3: 263, 283, 294, 296, 302
<i>1.6 Indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	<i>1.6 Indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	TG U1: 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290 TG U2: 328, 329, 330, 338, 339, 340, 358, 359, 360 TG U3: 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340
2.2 Distinguish between credible and non-credible sources of information.	TG U1: 238, 239, 240, 338, 339, 340 TG U3: 30, 38, 39, 40, 128, 129, 130, 178, 179, 180 TG U4: 228, 229, 230, 288, 289, 290, 338, 339, 340
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	TG U1: 238, 239, 240, 248, 249, 250, 288, 289, 290, 338, 339, 340 TG U3: 30, 40, 120, 169, 170 TG U4: 211, 248, 249, 250, 288, 289, 290, 338, 339, 340
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	TG U1: 179, 270, 278, 279, 280, 388, 389, 390 TG U2: 68, 69, 70, 168, 169, 170, 188, 189, 190, 388, 389, 390 TG U3: 168, 169, 170, 198, 338, 339, 340 TG U4: 180

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Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information	
3.1 Analyze the impact of selected media and formats on meaning.	TG U1: 229, 239, 240, 288, 289, 290 TG U2: 23, 33, 53, 54, 56, 57, 102, 104, 106, 107, 363 TG U3: 13, 77, 117, 147 TG U4: 22, 23, 24, 25, 26, 27, 47, 177, 288, 289, 290
3.2 Utilize multimedia to enrich presentations.	TG U1: 260, 290, 360, 390 TG U2: 198, 378, 379, 380, 398 TG U3: 128, 129, 130, 168, 169, 170 TG U4: 190, 194, 198, 288, 289, 290, 348, 349, 350, 388, 389, 390, 398
Language, Craft, and Structure (LCS)	
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	
4.1 Determine the effectiveness of a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	TG U2: 80, 90, 100, 120, 160, 198 TG U3: 240, 250, 280, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 20, 50, 70, 80, 90, 110, 120, 150, 160, 170, 190, 198
4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	When listening to presentations, students have the opportunity to meet this objective. TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398

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4.3 Determine how the speaker:	
a. articulates a clear message;	When listening to presentations, students have the opportunity to meet this objective. TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398
b. monitors audience awareness;	When listening to presentations, students have the opportunity to meet this objective. TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398
c. addresses possible misconceptions or objections;	When listening to presentations, children have the opportunity to meet this objective. TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398
d. chooses appropriate media; and	When listening to presentations, students have the opportunity to meet this objective. TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398

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e. uses an appropriate style for the audience.	When listening to presentations, students have the opportunity to meet this objective. TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Consider audience when selecting presentation types.	TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398
5.2 Select and integrate craft techniques to impact audience.	TG U1: 130, 180, 190, 198, 240, 270, 300, 340, 350, 360, 370, 388, 389, 390, 398 TG U2: 40, 90, 120, 188, 189, 190, 198, 330, 398 TG U3: 30, 40, 50, 60, 80, 170, 198, 290, 300, 330, 340, 350, 360, 390, 398 TG U4: 60, 110, 198, 230, 240, 300, 330, 335, 350, 398
5.3 <i>This indicator does not begin until English 1.</i> English 1 Develop messages that use logical, emotional, and ethical appeals.	5.3 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>