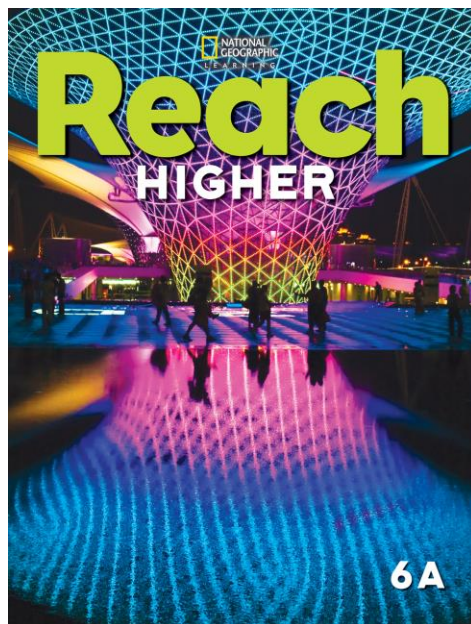


Common Core State Standards for English Language Arts
Grade 6

correlated to

Level 6A

Reach
HIGHER



 **NATIONAL
GEOGRAPHIC**
LEARNING

A part of Cengage

Common Core State Standards for English Language Arts
Grade 6
correlated to
REACH HIGHER Level 6A

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
Reading Standards for Literature		
Key Ideas and Details		
CC.6.Rlit.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	REACH HIGHER Level 6A SE Page References: 48-49, 54, 55, 118, 180, 188-189, 190-191, 202-203, 210-211, 262-263, 276, 277, 286
CC.6.Rlit.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.	REACH HIGHER Level 6A SE Page References: 54, 116, 208
CC.6.Rlit.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.	REACH HIGHER Level 6A SE Page References: 38, 44-45, 48-49, 52-53, 54, 55, 106, 114-116, 120, 122, 123, 178, 186-187, 196, 198, 199, 204-205, 210
Craft and Structure		
CC.6.Rlit.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.	REACH HIGHER Level 6A SE Page References: 44-45, 49, 50-51, 52-53, 112-113, 114-115, 116, 119, 201, 202-203, 206-207
CC.6.Rlit.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.	REACH HIGHER Level 6A SE Page References: 198
CC.6.Rlit.6	Explain how an author develops the point of view of the narrator or speaker in a text.	REACH HIGHER Level 6A SE Page References: 254, 262-263, 268-269, 274, 276, 277, 286
Integration of Knowledge and Ideas		
CC.6.Rlit.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.	

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.6.Rlit.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.	REACH HIGHER Level 6A SE Page References: 208
Range of Reading and Level of Text Complexity		
CC.6.Rlit.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.	REACH HIGHER Level 6A SE Page References: 38, 44–53, 55, 106, 112–T120, 122, 123, 134, 178, 180, 184–196, 198, 199, 201–207, 210–211, 254, 256, 260–274, 276, 277, 286
Reading Standards for Informational Text		
Key Ideas and Details		
CC.6.Rinf.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	REACH HIGHER Level 6A SE Page References: 8-9, 16-17, 22-23, 24, 25, 33, 84-85, 86-87, 93, 95, 96-97, 100-101, 128-129, 131, 134, 146, 152-153, 154-155, 156-157, 162-163, 164, 165, 170-171, 232-233, 236-237, 242, 243, 248-249, 282-283
CC.6.Rinf.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.	REACH HIGHER Level 6A SE Page References: 6, 16-17, 22-23, 25, 34, 74, 82-83, 88-89, 92, 93, 238-239, 240-241
CC.6.Rinf.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.)	REACH HIGHER Level 6A SE Page References: 95, 96-97, 152-153, 156-157, 161
Craft and Structure		
CC.6.Rinf.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	REACH HIGHER Level 6A SE Page References: 32-33, 58-59, 82-83, 126-127, 152-153, 154-155, 280-281
CC.6.Rinf.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.	REACH HIGHER Level 6A SE Page References: 93, 144, 152-153, 164, 165, 167-168 230-231, 234
CC.6.Rinf.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	REACH HIGHER Level 6A SE Page References: 14-17, 167-168, 222, 279, 282-283

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
Integration of Knowledge and Ideas		
CC.6.Rinf.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.	REACH HIGHER Level 6A SE Page References: 172-173, 174, 243, 248-249
CC.6.Rinf.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.	
CC.6.Rinf.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).	
Range of Reading and Level of Text Complexity		
CC.6.Rinf.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.	REACH HIGHER Level 6A SE Page References: 9, 12-23, 27-33, 80-91, 92, 93, 95-101, 125-131, 142, 147, 150-163, 164, 165, 167-173, 176, 222, 224, 228-241, 242, 243, 245-249, 279-283
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
CC.5.Rfou.3	Know and apply grade-level phonics and word analysis skills in decoding words.	REACH HIGHER Level 6A SE Page References: 8, 40, 76, 80
CC.5.Rfou.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	REACH HIGHER Level 6A SE Page References: 80
Fluency		
CC.5.Rfou.4	Read with sufficient accuracy and fluency to support comprehension.	REACH HIGHER Level 6A SE Page References: 22-23, 24, 90-91, 92, 119-120, 122, 274
CC.5.Rfou.4.a	Read on-level text with purpose and understanding.	REACH HIGHER Level 6A SE Page References: 12-13, 44, 80, 112, 150, 151, 184-185, 229, 260-261
CC.5.Rfou.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	REACH HIGHER Level 6A SE Page References: This objective is addressed extensively throughout. See, for example: 25, 35, 55, 62, 102, 119-120, 196

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.5.Rfou.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	REACH HIGHER Level 6A SE Page References: 280-281
Writing Standards		
Text Types and Purposes		
CC.6.W.1	Write arguments to support claims with clear reasons and relevant evidence.	REACH HIGHER Level 6A SE Page References: 242, 275, 276, 277, 286-289, 291
CC.6.W.1.a	Introduce claim(s) and organize the reasons and evidence clearly.	REACH HIGHER Level 6A SE Page References: 275, 287
CC.6.W.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	REACH HIGHER Level 6A SE Page References: 275, 286-289
CC.6.W.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	REACH HIGHER Level 6A SE Page References: 288
CC.6.W.1.d	Establish and maintain a formal style.	
CC.6.W.1.e	Provide a concluding statement or section that follows from the argument presented.	REACH HIGHER Level 6A SE Page References: 275, 287, 288
CC.6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	REACH HIGHER Level 6A SE Page References: 35, 92, 93, 123, 132, 134-137, 139, 210-215, 242, 243, 291
CC.6.W.2.a	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.	REACH HIGHER Level 6A SE Page References: 92, 104, 108-109, 134-137, 163, 176, 210-214, 250, 286

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.6.W.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	REACH HIGHER Level 6A SE Page References: 92, 108-109, 134-137, 165, 174, 176, 208, 210-213, 250
CC.6.W.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.	REACH HIGHER Level 6A SE Page References: 135, 136, 210, 215, 286, 288
CC.6.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	REACH HIGHER Level 6A SE Page References: 91, 92, 104, 134-137, 252, 276
CC.6.W.2.e	Establish and maintain a formal style.	REACH HIGHER Level 6A SE Page References: 104, 134-137, 176, 210-211, 252, 286-289
CC.6.W.2.f	Provide a concluding statement or section that follows from the information or explanation presented.	REACH HIGHER Level 6A SE Page References: 92, 104, 134-137, 210-215, 250, 252, 286
CC.6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	REACH HIGHER Level 6A SE Page References: 24, 64-67, 69, 121, 122, 275, 276, 291
CC.6.W.3.a	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.	REACH HIGHER Level 6A SE Page References: 24, 64-67, 121
CC.6.W.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	REACH HIGHER Level 6A SE Page References: 24, 64-67, 121, 123, 163, 277
CC.6.W.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.	REACH HIGHER Level 6A SE Page References: 65, 66

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.6.W.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	REACH HIGHER Level 6A SE Page References: 22-23, 64-67, 121, 276
CC.6.W.3.e	Provide a conclusion that follows from the narrated experiences or events.	REACH HIGHER Level 6A SE Page References: 64-67, 275
Production and Distribution of Writing		
CC.6.W.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.)	REACH HIGHER Level 6A SE Page References: 34, 64-67, 108-109, 134-137, 164, 165, 174, 175, 197, 198, 208, 210-215, 275, 286-289
CC.6.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 53.)	REACH HIGHER Level 6A SE Page References: 64-67, 93, 134-137, 210-215, 276, 277, 286-289
CC.6.W.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 setting.	REACH HIGHER Level 6A SE Page References: 67, 69, 215, 289
Research to Build and Present Knowledge		
CC.6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	REACH HIGHER Level 6A SE Page References: 134-137, 210-215, 286-289, 291

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.6.W.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.	REACH HIGHER Level 6A SE Page References: 210–215, 286–289
CC.6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	REACH HIGHER Level 6A SE Page References: 34, 104, 134, 210, 213, 252, 286
CC.6.W.9.a	Apply grade 6 Reading standards 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").	REACH HIGHER Level 6A SE Page References: 34, 132, 284
CC.6.W.9.b	Apply grade 6 Reading standards 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").	REACH HIGHER Level 6A SE Page References: 25, 93, 102, 165, 174, 208, 210, 241, 243, 252, 277
Range of Writing		
CC.6.W.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.	REACH HIGHER Level 6A SE Page References: 6, 24, 25, 34, 35, 64–67, 69, 74, 92, 93, 102, 106, 122, 123, 132, 134–137, 139, 144, 164, 165, 174, 175, 178, 197, 198, 208, 210–215, 217, 242, 243, 254, 275, 276, 277, 286–289, 291
Speaking and Listening Standards		
Comprehension and Collaboration		
CC.6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <grade 6 topics, texts, and issues,> building on others' ideas and expressing their own clearly.	REACH HIGHER Level 6A SE Page References: 25, 69, 176–177, 286

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.6.SL.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.	REACH HIGHER Level 6A SE Page References: 8, 36, 54, 76-77, 122, 123, 139, 164, 174, 176, 198, 216, 243, 244, 277
CC.6.SL.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	REACH HIGHER Level 6A SE Page References: 8, 24, 92, 164, 243
CC.6.SL.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.	REACH HIGHER Level 6A SE Page References: 36, 41, 55, 56, 64, 66, 69, 104, 124, 136, 137, 147, 166, 176-177, 200, 215, 289
CC.6.SL.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	REACH HIGHER Level 6A SE Page References: 76-77, 93, 164, 165, 199, 210, 242
CC.6.SL.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.	REACH HIGHER Level 6A SE Page References: 2-3, 4, 25, 36, 55, 70-71, 72, 104, 108, 142, 165, 176, 199, 218, 243, 277, 286
CC.6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	REACH HIGHER Level 6A SE Page References: 220, 252, 277, 289
Presentation of Knowledge and Ideas		
CC.6.SL.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.	REACH HIGHER Grade 6A SE Page References: 34, 72, 137, 139, 176-177, 215, 217, 252, 289, 291
CC.6.SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	REACH HIGHER Level 6A SE Page References: 137, 139, 215, 217, 252, 291
CC.6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)	REACH HIGHER Level 6A SE Page References: 67, 69, 176-177, 215, 252, 286

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
Language Standards		
Conventions of Standard English		
CC.6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	REACH HIGHER Level 6A SE Page References: 6, 24, 35, 36, 38, 54, 64-67, 103, 132, 133, 134-137, 210- 215, 252, 276, 277, 285, 286-289
CC.6.L.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	REACH HIGHER Level 6A SE Page References: 103, 133
CC.6.L.1.b	Use intensive pronouns (e.g., <myself, ourselves>).	
CC.6.L.1.c	Recognize and correct inappropriate shifts in pronoun number and person.*	REACH HIGHER Level 6A SE Page References: 103, 133
CC.6.L.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
CC.6.L.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.*	
CC.6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	REACH HIGHER Level 6A SE Page References: 67, 165
CC.6.L.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	REACH HIGHER Level 6A SE Page References: 137, 285, 289
CC.6.L.2.b	Spell correctly.	REACH HIGHER Level 6A SE Page References: 67, 137, 215, 289

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	REACH HIGHER Level 6A SE Page References: 35, 36, 38, 64-67, 103, 104, 133, 134, 135-137, 210-215, 251, 252, 286-289
CC.6.L.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.*	
CC.6.L.3.b	Maintain consistency in style and tone.	
Vocabulary Acquisition and Use		
CC.6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	REACH HIGHER Level 6A SE Page References: 166, 175, 177, 200, 209
CC.6.L.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.	REACH HIGHER Level 6A SE Page References: 26, 35, 36, 64, 251, 285
CC.6.L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <audience, auditory, audible>).	REACH HIGHER Level 6A SE Page References: 147, 166, 175, 177, 244, 251, 278, 285
CC.6.L.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.	REACH HIGHER Level 6A SE Page References: 26, 35, 56, 67, 103, 124, 133, 134, 244, 285
CC.6.L.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).	REACH HIGHER Level 6A SE Page References: 103, 133, 244, 278, 285
CC.6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	REACH HIGHER Level 6A SE Page References: 90-91, 166, 175, 200, 209
CC.6.L.5.a	Interpret figures of speech (e.g., personification) in context.	

Grade 6 Standards		REACH HIGHER Level 6A Student's Edition Page References
CC.6.L.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	REACH HIGHER Level 6A SE Page References: 134
CC.6.L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <stingy, scrimping, economical, unwasteful, thrifty>).	REACH HIGHER Level 6A SE Page References: 64, 91, 124
CC.6.L.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.	REACH HIGHER Level 6A SE Page References: 5, 7, 24, 25, 37, 39, 54, 73, 75, 92, 93, 104, 105, 106, 107, 122, 123, 143, 145, 147, 164, 165, 177, 179, 198, 199, 210, 221, 223, 242, 243, 251, 252, 253, 255, 258, 276, 277