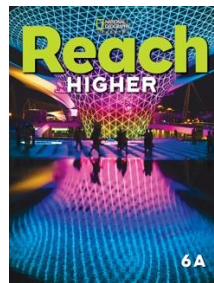


# Common Core State Standards for English Language Arts Grade 6

correlated to

## Level 6A



**Reach**  
HIGHER



A part of Cengage

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UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT	
				Content	Academic				Oral Language	Writing
1 The Power of Choice	Social Studies	Part 1	Give Information	capable encounter figure reputation resistance	assumption diverge exclude optional potential	Main Idea	<b>Reading Strategy</b> Preview and Predict  <b>Genres</b> Biography, Speech	Complete Sentences	Narrative Presentation	Write a Personal Narrative
	Choices How do choices affect who you are?			Part 2	Ask and Answer Questions	associate confront preservation sensitive tolerance	awareness conform intent interaction involve	Characters and Plot	<b>Reading Strategy</b> Monitor  <b>Genres</b> Realistic Fiction, Biography	
2 Survival	Science	Part 1	Describe	camouflage deception duplicate mimic parasite variation	asset convince emerge ensure resemblance	Main Idea and Details	<b>Reading Strategy</b> Visualize  <b>Genres</b> Science Article, Science Feature	Subject and Object Pronouns	Informational Presentation	Write an Expository Report
	Survival What does it take to survive?			Part 2	Elaborate	exhaust necessity overcome reliance resourceful	concentrate intense motivation resilience resolve	Character	<b>Reading Strategy</b> Visualize  <b>Genres</b> Adventure Story, Personal Narrative	
3 Digging Up the Past	Social Studies	Part 1	Define and Explain	archaeological artifact chronological civilization dynasty pharaoh tomb	analytical depict powerful representation reveal	Chronological Order	<b>Reading Strategy</b> Ask Questions  <b>Genre</b> Magazine Article	Progressive Tenses	Panel Discussion	Write a Research Report
	Ancient Egypt How can we bring the past to life?			Part 2	Engage in Discussion	chamber command hieroglyphics peer plunder procession	consider contribute impact perspective significant	Plot	<b>Reading Strategy</b> Ask Questions  <b>Genres</b> Diary, Historical Fiction	
4 Our Diverse Earth	Science	Part 1	Make an Argument	dependent endangered extinct policy recover thrive	appeal effective factor protection sustain	Author's Viewpoint	<b>Reading Strategy</b> Make Connections  <b>Genres</b> Environmental Report, Online Article	Adjectives and Adverbs	Persuasive Presentation	Write an Argument
	Earth Why is diversity important?			Part 2	Use Appropriate Language	deforestation ecological landscape management regulate	advocate intervene obligation participate utilize	Characters' Viewpoints	<b>Reading Strategy</b> Make Connections  <b>Genres</b> Realistic Fiction, Essay	

Reach Higher 6A - Unit 1

Reading Standards

Part 1 (pages 8-45)

**Reading Standards for Informational Text**

*Key Ideas and Details*

*RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RI.6.2 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.*

*RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).*

*Craft and Structure*

*RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

*RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.*

*Integration of Knowledge and Ideas*

*RI.6.7 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.*

*Range of Reading and Level of Text Complexity*

*RI.6.10 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.*

Part 2 (pages 46-93)

**Reading Standards for Literature**

*Key Ideas and Details*

*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RL.6.2 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.*

*RL.6.3 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.*

*Craft and Structure*

*RL.6.4 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.*

*RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.*

*Integration of Knowledge and Ideas*

	<p><i>RL.6.9 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i>  <i>RL.6.10 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.</i></p> <p><b>Reading Standards for Informational Text</b>  <i>Key Ideas and Details</i>  <i>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>  <i>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <p><i>Craft and Structure</i>  <i>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</i></p> <p><i>Integration of Knowledge and Ideas</i>  <i>RI.6.7 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i>  <i>RI.6.10 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.</i></p>
<b>Writing Standards</b>	
Part 1 (pages 8-45)	<p><b>Writing Standards</b>  <i>Production and Distribution of Writing</i>  <i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>Range of Writing</i>  <i>W.6.10 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.</i></p>
Part 2 (pages 46-93)	<p><b>Writing Standards</b>  <i>Text Types and Purposes</i>  <i>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i>  <i>W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or</i></p>

	<p><i>characters; organize an event sequence that unfolds naturally and logically.</i></p> <p><i>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i></p> <p><i>W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</i></p> <p><i>W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</i></p> <p><i>W.6.3.e Provide a conclusion that follows from the narrated experiences or events.</i></p> <p><i>Production and Distribution of Writing</i></p> <p><i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>W.6.5 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.</i></p> <p><i>W.6.6 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.</i></p> <p><i>Range of Writing</i></p> <p><i>W.6.10 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.</i></p>
<b>Speaking and Listening Standards</b>	
Part 1 (pages 8-45)	<p><b>Speaking and Listening Standards</b></p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.6.1.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.</i></p> <p><i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p><i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p> <p><i>SL.6.2 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.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.6.4 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.</i></p>

	<p><i>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i></p> <p><i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
Part 2 (pages 46-93)	<p><b>Speaking and Listening Standards</b></p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.6.1.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.</i></p> <p><i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p><i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p> <p><i>SL.6.2 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.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.6.4 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.</i></p> <p><i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
<b>Language Standards</b>	
Part 1 (pages 8-45)	<p><b>Language Standards</b></p> <p><i>Conventions of Standard English</i></p> <p><i>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.6.2.b Spell correctly.</i></p> <p><i>Knowledge of Language</i></p> <p><i>L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style</i></p> <p><i>L.6.3.b Maintain consistency in style and tone.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.6.4.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.</i></p>

	<p><i>L.6.4.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.</i></p> <p><i>L.6.6 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.</i></p>
Part 2 (pages 46-93)	<p><b>Language Standards</b></p> <p><i>Conventions of Standard English</i></p> <p><i>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.6.2.b Spell correctly.</i></p> <p><i>Knowledge of Language</i></p> <p><i>L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.</i></p> <p><i>L.6.3.b Maintain consistency in style and tone.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.6.4.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.</i></p> <p><i>L.6.6 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.</i></p>

Reach Higher 6A - Unit 2

Reading Standards

Part 1 (pages 94-129)

**Reading Standards for Informational Text**

*Key Ideas and Details*

*RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RI.6.2 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.*

*RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).*

*Craft and Structure*

*RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

*RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.*

*Integration of Knowledge and Ideas*

*RI.6.7 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.*

*Range of Reading and Level of Text Complexity*

*RI.6.10 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.*

Part 2 (pages 130 - 179)

**Reading Standards for Literature**

*Key Ideas and Details*

*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RL.6.2 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.*

*RL.6.3 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.*

*Craft and Structure*

*RL.6.4 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.*

*RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.*

*Integration of Knowledge and Ideas*



	<p><i>RL.6.9 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i>  <i>RL.6.10 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.</i></p> <p><b>Reading Standards for Informational Text</b>  <i>Key Ideas and Details</i>  <i>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>  <i>RI.6.2 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.</i>  <i>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <p><i>Craft and Structure</i>  <i>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</i>  <i>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</i></p> <p><i>Integration of Knowledge and Ideas</i>  <i>RI.6.7 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i>  <i>RI.6.10 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.</i></p>
<b>Writing Standards</b>	
Part 1 (pages 94-129)	<p><b>Writing Standards</b>  <i>Production and Distribution of Writing</i>  <i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>Range of Writing</i>  <i>W.6.10 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.</i></p>
Part 2 (pages 130 - 179)	<p><b>Writing Standards</b>  <i>Text Types and Purposes</i></p>

	<p><i>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p> <p><i>W.6.2.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.</i></p> <p><i>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p> <p><i>W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</i></p> <p><i>W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>W.6.2.e Establish and maintain a formal style.</i></p> <p><i>W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.</i></p> <p><i>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p> <p><i>Production and Distribution of Writing</i></p> <p><i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>W.6.5 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.</i></p> <p><i>W.6.6 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.</i></p> <p><i>Range of Writing</i></p> <p><i>W.6.10 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.</i></p>
<b>Speaking and Listening Standards</b>	
Part 1 (pages 94-129)	<p><b>Speaking and Listening Standards</b></p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.6.1.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.</i></p> <p><i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p><i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p> <p><i>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally)</i></p>

	<p><i>and explain how it contributes to a topic, text, or issue under study.</i></p> <p><i>Presentation of Knowledge and Ideas</i>  <i>SL.6.4 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.</i>  <i>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i>  <i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
<p>Part 2 (pages 130 - 179)</p>	<p><b>Speaking and Listening Standards</b>  <i>Comprehension and Collaborations</i>  <i>SL.6.1.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.</i>  <i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i>  <i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i>  <i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i>  <i>SL.6.2 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.</i></p> <p><i>Presentation of Knowledge and Ideas</i>  <i>SL.6.4 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.</i>  <i>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i>  <i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
<p><b>Language Standards</b></p>	
<p>Part 1 (pages 94-129)</p>	<p><b>Language Standards</b>  <i>Conventions of Standard English</i>  <i>L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).</i>  <i>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>  <i>L.6.2.b Spell correctly.</i></p>

	<p><i>Knowledge of Language</i>  <i>L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.</i>  <i>L.6.3.b Maintain consistency in style and tone.</i></p> <p><i>Vocabulary Acquisition and Use</i>  <i>L.6.4.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.</i>  <i>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</i>  <i>L.6.6 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.</i></p>
<p>Part 2 (pages 130 - 179)</p>	<p><b>Language Standards</b></p> <p><i>Conventions of Standard English</i>  <i>L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).</i>  <i>L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.</i>  <i>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>  <i>L.6.2.b Spell correctly.</i></p> <p><i>Knowledge of Language</i>  <i>L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.</i>  <i>L.6.3.b Maintain consistency in style and tone.</i></p> <p><i>Vocabulary Acquisition and Use</i>  <i>L.6.5.a Interpret figures of speech (e.g., personification) in context.</i>  <i>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</i>  <i>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</i>  <i>L.6.6 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.</i></p>

Reach Higher 6A - Unit 3

Reading Standards

Part 1 (pages 180-219)

**Reading Standards for Informational Text**

*Key Ideas and Details*

*RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RI.6.2 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.*

*RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).*

*Craft and Structure*

*RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

*RI.6.5 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.*

*RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.*

*Integration of Knowledge and Ideas*

*RI.6.7 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.*

*RI.6.9 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*

*RI.6.10 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.*

Part 2 (pages 220 - 273)

**Reading Standards for Literature**

*Key Ideas and Details*

*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RL.6.2 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.*

*RL.6.3 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.*

*Craft and Structure*

*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and*

	<p><i>connotative meanings; analyze the impact of a specific word choice on meaning and tone.</i>  <i>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</i></p> <p><i>Integration of Knowledge and Ideas</i>  <i>RL.6.9 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i>  <i>RL.6.10 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.</i></p>
<b>Writing Standards</b>	
<p>Part 1 (pages 180-219)</p>	<p><b>Writing Standards</b>  <i>Production and Distribution of Writing</i>  <i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>  <i>W.6.5 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.</i></p> <p><i>Range of Writing</i>  <i>W.6.10 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.</i></p>
<p>Part 2 (pages 220 - 273)</p>	<p><b>Writing Standards</b>  <i>Text Types and Purposes</i>  <i>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i>  <i>W.6.2.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.</i>  <i>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i>  <i>W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</i>  <i>W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</i>  <i>W.6.2.e Establish and maintain a formal style.</i>  <i>W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.</i></p> <p><i>Production and Distribution of Writing</i>  <i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>  <i>W.6.5 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.</i></p>

	<p><i>W.6.6 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.</i></p> <p><i>Research to Build and Present Knowledge</i></p> <p><i>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</i></p> <p><i>W.6.8 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.</i></p> <p><i>Range of Writing</i></p> <p><i>W.6.10 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.</i></p>
<b>Speaking and Listening Standards</b>	
<p>Part 1 (pages 180-219)</p>	<p><b>Speaking and Listening Standards</b></p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.6.1.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.</i></p> <p><i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p><i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p> <p><i>SL.6.2 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.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.6.4 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.</i></p> <p><i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
<p>Part 2 (pages 220 - 273)</p>	<p><b>Speaking and Listening Standards</b></p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.6.1.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.</i></p>



	<p><i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p><i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p> <p><i>SL.6.2 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.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.6.4 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.</i></p> <p><i>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i></p> <p><i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
<b>Language Standards</b>	
Part 1 (pages 180-219)	<p><b>Language Standards</b></p> <p><i>Conventions of Standard English</i></p> <p><i>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.6.2.b Spell correctly</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.6.4.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.</i></p> <p><i>L.6.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</i></p> <p><i>L.6.4.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.)</i></p> <p><i>L.6.6 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.</i></p>
Part 2 (pages 220 - 273)	<p><b>Language Standards</b></p> <p><i>Conventions of Standard English</i></p> <p><i>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p>



*L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

*L.6.2.b Spell correctly.*

*Knowledge of Language*

*L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.*

*L.6.3.b Maintain consistency in style and tone.*

*Vocabulary Acquisition and Use*

*L.6.5.a Interpret figures of speech (e.g., personification) in context.*

*L.6.6 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 6A - Unit 4

Reading Standards

Part 1 (pages 274 - 311)

**Reading Standards for Informational Text**

*Key Ideas and Details*

*RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).*

*Craft and Structure*

*RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

*RI.6.5 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.*

*RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.*

*Integration of Knowledge and Ideas*

*RI.6.7 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.*

*RI.6.8 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.*

*Range of Reading and Level of Text Complexity*

*RI.6.10 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.*

Part 2 (pages 312- 361)

**Reading Standards for Literature**

*Key Ideas and Details*

*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

*RL.6.3 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.*

*Craft and Structure*

*RL.6.4 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.*

*RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.*

*Integration of Knowledge and Ideas*

	<p><i>RL.6.9 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i>  <i>RL.6.10 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.</i></p> <p><b>Reading Standards for Informational Text</b>  <i>Key Ideas and Details</i>  <i>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><i>Craft and Structure</i>  <i>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</i>  <i>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</i></p> <p><i>Integration of Knowledge and Ideas</i>  <i>RI.6.7 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i>  <i>RI.6.10 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.</i></p>
<b>Writing Standards</b>	
Part 1 (pages 274 - 311)	<p><b>Writing Standards</b>  <i>Production and Distribution of Writing</i>  <i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>Range of Writing</i>  <i>W.6.10 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.</i></p>
Part 2 (pages 312- 361)	<p><b>Writing Standards</b>  <i>Text Types and Purposes</i>  <i>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</i>  <i>W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.</i>  <i>W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</i></p>

	<p><i>W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</i>  <i>W.6.1.d Establish and maintain a formal style.</i>  <i>W.6.1.e Provide a concluding statement or section that follows from the argument presented.</i></p> <p><i>Production and Distribution of Writing</i>  <i>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>  <i>W.6.5 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.</i></p> <p><i>Range of Writing</i>  <i>W.6.10 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.</i></p>
<b>Speaking and Listening Standards</b>	
Part 1 (pages 274 - 311)	<p><b>Speaking and Listening Standards</b>  <i>Comprehension and Collaborations</i>  <i>SL.6.1.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.</i>  <i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i>  <i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i>  <i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i>  <i>SL.6.2 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.</i>  <i>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</i></p> <p><i>Presentation of Knowledge and Ideas</i>  <i>SL.6.4 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.</i>  <i>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i>  <i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
Part 2 (pages 312-361)	<p><b>Speaking and Listening Standards</b>  <i>Comprehension and Collaborations</i></p>

	<p><i>SL.6.1.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.</i></p> <p><i>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p><i>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p> <p><i>SL.6.2 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.</i></p> <p><i>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.6.4 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.</i></p> <p><i>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i></p> <p><i>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
<b>Language Standards</b>	
<p>Part 1 (pages 274 - 311)</p>	<p><b>Language Standards</b></p> <p><i>Conventions of Standard English</i></p> <p><i>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.6.2.b Spell correctly.</i></p> <p><i>Knowledge of Language</i></p> <p><i>L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.</i></p> <p><i>L.6.3.b Maintain consistency in style and tone.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</i></p> <p><i>L.6.6 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.</i></p>

Part 2 (pages 312-361)

**Language Standards**

*Conventions of Standard English*

*L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

*L.6.1.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.*

*L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

*L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

*L.6.2.b Spell correctly.*

*Knowledge of Language*

*L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.*

*L.6.3.b Maintain consistency in style and tone.*

*Vocabulary Acquisition and Use*

*L.6.4.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.*

*L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).*

*L.6.5.a Interpret figures of speech (e.g., personification) in context.*

*L.6.6 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.*