

A Correlation of

# ReadyGEN

Grade 6, ©2016



To the

**Massachusetts Curriculum Framework  
2017 English Language Arts and Literacy**

**Grade 6**



# A Correlation of ReadyGEN, Grade 6 ©2016 to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Massachusetts Curriculum Framework 2017 English Language Arts and Literacy*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

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

### Authentic Text at the Core of Instruction

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

### Supportive, Flexible, and Customizable

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

### Assessment for Responsive Teaching

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

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**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

**Table of Contents**

<b>Grade 6 Reading Standards for Literature [RL]</b> .....	<b>4</b>
<b>Grade 6 Reading Standards for Informational Text [RI]</b> .....	<b>6</b>
<b>Grade 6 Writing Standards [W]</b> .....	<b>8</b>
<b>Grade 6 Speaking and Listening Standards [SL]</b> .....	<b>12</b>
<b>Grade 6 Language Standards [L]</b> .....	<b>14</b>

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

<b>Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</b>	<b>ReadyGEN Grade 6 ©2016</b>
<b>Grade 6 Reading Standards</b>	
<b>Grade 6 Reading Standards for Literature [RL]</b>	
<b>Key Ideas and Details</b>	
<b>1.</b> Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)	<b>TG U1:</b> 12, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 128, 129, 130, 152, 153, 154, 156, 188, 190, TR5 <b>TG U2:</b> 252, 254, 256, 257, 328, 330, 352, 334, 337, 354, 357, 332, 333, 335, 353, 355, 356, 388, 390, TR5 <b>TG U3:</b> 134, 212, 213, 223, 233, 243, 253, 263, 273, 283, 293, 298, 303, 309, 310, 313, 378, TR5 <b>TG U4:</b> 227, 228, 248, 249, 250, 266, 276, TR5
<b>2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.	<b>TG U1:</b> 72, 74, 76, 77, 162, 164, 166, 167, 362, 366, 367, 384, 386, 387 <b>TG U2:</b> 162, 163, 164, 166, 167, 315, 325, 353, 385 <b>TG U3:</b> 232, 234, 262, 264, 266, 267, 282, 283, 284, 286, 287, 302, 305, 313, 317 <b>TG U4:</b> 243, 282, 283, 284, 285, 286, 287
<b>3.</b> Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<b>TG U1:</b> 32, 34, 42, 43, 44, 45, 47, 142, 143, 144, 145, 146, 147 <b>TG U2:</b> 212, 222, 224, 225, 226, 232, 233, 234, 243, 302, 303, 304, 305, 306, 307 <b>TG U3:</b> 212, 213, 217, 222, 223, 224, 226, 227, 252, 253, 254, 256, 257, 262, 264 <b>TG U4:</b> 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 242, 243, 244, 246, 247
<b>Craft and Structure</b>	
<b>4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<b>TG U1:</b> 13, 33, 43, 52, 53, 54, 55, 56, 57, 73, 83, 123, 133, 177, WA17, WA18, WA19, WA20, WA21, WA22, WA23, WA24, WA25 <b>TG U2:</b> 143, 153, 242, 246, 247, 278, 279, 280, 362, 363, 364, 367, 377, WA2, WA3, WA4, WA14, WA15, WA20, WA21 <b>TG U3:</b> 223, 242, 243, 244, 245, 246, 247, 253, 263, 283, WA11, WA12, WA13 <b>TG U4:</b> 252, 253, 254, 255, 256, 257, 263, 283, 293, 322, WA5, WA6, WA7, WA11, WA12, WA17, WA18, WA19

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

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<b>5.</b> 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.	<b>TG U1:</b> 12, 17, 34, 42, 142, 144, 147 <b>TG U2:</b> 232, 233, 234, 235, 283, 284, 287, 312, 313, 314, 315, 316, 367 <b>TG U3:</b> 287, 296, 302, 307, 313 <b>TG U4:</b> 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 234, 235
<b>6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<b>TG U1:</b> 12, 13, 14, 15, 16, 17, 122, 123, 124, 125, 126, 127 <b>TG U2:</b> 142, 144, 146, 147, 152, 153, 154, 155, 156, 217, 262, 263, 264, 266, 267 <b>TG U3:</b> 272, 273, 274, 276, 277
<b>Integration of Knowledge and Ideas</b>	
<b>7.</b> Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.	<b>TG U1:</b> 110, 127 <b>TG U2:</b> 247, 317, 363, 377 <b>TG U3:</b> 302, 317, 377
<b>8.</b> (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy
<b>9.</b> 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.	<b>TG U1:</b> 112, 114, 132, 134, 172, 174, 176, 177, 182, 184, 186, 187 <b>TG U2:</b> 322, 323, 324, 325, 326, 327, 372, 373, 374, 376, 377, 382, 383, 384, 386 <b>TG U3:</b> 312, 313, 374 <b>TG U4:</b> 382, 383, 384, 386, 387
<b>Range of Reading and Level of Text Complexity</b>	
<b>10.</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See more on qualitative and quantitative dimensions of text complexity.)	<b>TG U1:</b> 15, 35, 45, 65, 85, 125, 155, 165, 175, 185, 355, 365 <b>TG U2:</b> 145, 155, 215, 225, 255, 275, 285, 295, 305, 315, 325, 345, 355 <b>TG U3:</b> 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315 <b>TG U4:</b> 215, 225, 235, 245, 255, 265, 275, 285, 295, 375, 385

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
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<b>Grade 6 Reading Standards for Informational Text [RI]</b>	
<b>Key Ideas and Details</b>	
<p><b>1.</b> Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)</p>	<p><b>TG U1:</b> 92, 93, 97, 102, 103, 104, 105, 106, 107, 172, 182, 183, 188, 190, 248, 249, 250, 339, 398, TR5  <b>TG U2:</b> 12, 15, 23, 36, 37, 43, 45, 53, 63, 73, 78, 79, 80, 93, 103, 183, 186, 236, TR5  <b>TG U3:</b> 12, 13, 14, 16, 17, 42, 112, 122, 132, 136, 137, 172, 342, 343, 351, 378, TR5  <b>TG U4:</b> 118, 119, 120, 128, 130, 140, 148, 158, 178, 182, 183, 184, 185, 187, 312, 313, 314, 315, 316, 317, 333, 343, 353, 373, TR5</p>
<p><b>2.</b> Determine a text’s central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.</p>	<p><b>TG U1:</b> 212, 213, 214, 215, 216, 217, 243, 272, 273, 274, 276, 302, 304, 306, 307  <b>TG U2:</b> 14, 15, 16, 92, 93, 94, 95, 96, 97, 134  <b>TG U3:</b> 42, 43, 44, 46, 47, 52, 54, 56, 62, 64, 66, 322, 323, 324, 326  <b>TG U4:</b> 32, 33, 34, 35, 42, 43, 44, 45, 46, 47, 312, 313, 314, 316, 317</p>
<p><b>3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>TG U1:</b> 92, 93, 95, 95, 96, 97, 222, 223  <b>TG U2:</b> 14, 22, 24, 26, 27, 36, 37, 54, 56, 72, 76, 94, 112, 114, 116  <b>TG U3:</b> 22, 27, 33, 36, 37, 42, 46, 47, 67, 87, 113, 132, 133, 134, 135  <b>TG U4:</b> 32, 34, 82, 83, 84, 86, 87, 102, 104, 106, 107, 142, 144, 146, 147</p>
<b>Craft and Structure</b>	
<p><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>TG U1:</b> 183, 233, 285, 313, WA17, WA18, WA19, WA23, WA24, WA25  <b>TG U2:</b> 32, 33, 34, 44, 46, 122, 123, 124, 126, 127  <b>TG U3:</b> 52, 53, 54, 56, 57, 92, 93, 94, 96, 97, 126, 143  <b>TG U4:</b> 13, 53, 83, 113, 143, 372, 374, 376, 377, WA5, WA6, WA7, WA17, WA18, WA19</p>

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

<b>Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</b>	<b>ReadyGEN Grade 6 ©2016</b>
<b>5.</b> Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.	<b>TG U1:</b> 232, 233, 234, 235, 342, 343, 344, 346, 347 <b>TG U2:</b> 43, 44, 46, 82, 84, 86, 87, 133, 187 <b>TG U3:</b> 72, 74, 76, 77, 83, 87, 113, 133, 135, 183 <b>TG U4:</b> 302, 303, 304, 306, 307, 322, 323, 324, 326, 327, 342, 343, 344, 346, 347
<b>6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>TG U1:</b> 92, 93, 173, 212, 243, 297, 333, 343 <b>TG U2:</b> 12, 13, 14, 16, 17, 43, 44, 46, 63, 72, 73, 74, 82, 83, 84 <b>TG U3:</b> 72, 73, 74, 82, 83, 84, 86, 87, 122, 123, 124, 126, 127, 142, 143 <b>TG U4:</b> 12, 13, 14, 15, 16, 17, 92, 93, 94, 95, 96, 97, 172, 173, 174
<b>Integration of Knowledge and Ideas</b>	
<b>7.</b> Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.	<b>TG U1:</b> 252, 253, 254, 255, 256, 257, 282, 284, 286, 287, 322, 323, 324, 326, 327 <b>TG U2:</b> 17, 27, 53, 54, 56, 67, 77, 83, 102, 103, 104, 106, 107, 117, 173 <b>TG U3:</b> 32, 33, 34, 53, 77, 113, 117 <b>TG U4:</b> 302, 303, 304, 305, 306, 307
<b>8.</b> 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.	<b>TG U1:</b> 333 <b>TG U2:</b> 43, 44, 47, 132, 133, 134, 135, 137, 183 <b>TG U3:</b> 362, 363, 364, 365, 366, 367 <b>TG U4:</b> 52, 54, 56, 57, 62, 63, 64, 66, 67, 112, 114, 116, 117
<b>9.</b> 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).	<b>TG U1:</b> 112, 114, 116, 117, 172, 173, 174, 176, 177 <b>TG U2:</b> 112, 113, 114, 116, 117, 172, 174, 176, 177, 183, 184, 186, 187 <b>TG U3:</b> 82, 83, 84, 86, 87, 102, 103, 104, 106, 107, 152, 153, 154, 156, 157 <b>TG U4:</b> 102, 103, 104, 105, 106, 107, 382, 383, 384, 386, 387

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

<b>Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</b>	<b>ReadyGEN Grade 6 ©2016</b>
<b>Range of Reading and Level of Text Complexity</b>	
<b>10.</b> Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See more on qualitative and quantitative dimensions of text complexity.)	<b>TG U1:</b> 95, 115, 215, 225, 235, 245, 265, 285, 295, 305, 315, 325, 335, 345, 385 <b>TG U2:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 185 <b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155 <b>TG U4:</b> 15, 35, 65, 95, 135, 155, 175, 305, 315, 335, 345, 355, 365, 375
<b>Grade 6 Writing Standards [W]</b>	
<b>Text Types and Purposes</b>	
<b>1.</b> Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	
<b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.	<b>TG U2:</b> 38, 39, 40, 118, 119, 120, 148, 149, 150 <b>TG U3:</b> 238, 239, 240, 248, 249, 250, 348, 349, 350, 358, 359, 360, 378, 379, 380 <b>TG U4:</b> 58, 59, 60, 148, 149, 150, 158, 159, 160, 192, 196
<b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>TG U2:</b> 48, 49, 50, 78, 79, 80, 158, 159, 160 <b>TG U3:</b> 268, 269, 270, 278, 279, 280, 308, 309, 310, 328, 329, 330, 378, 379, 380 <b>TG U4:</b> 38, 39, 40, 48, 49, 50, 58, 59, 60, 108, 109, 110, 192, 194
<b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>TG U2:</b> 48, 49, 50, 78, 79, 80, 158, 159, 160 <b>TG U3:</b> 248, 249, 250, 258, 259, 260, 268, 269, 270, 368, 369, 370 <b>TG U4:</b> 68, 69, 70, 192, 196
<b>d.</b> Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	<b>TG U2:</b> 68, 69, 70, 78, 79, 80, 188, 189, 190 <b>TG U3:</b> 258, 259, 260, 278, 279, 280, 288, 289, 290, 318, 319, 320, 392, 396 <b>TG U4:</b> 78, 79, 80, 192, 196
<b>e.</b> Provide a concluding statement or section that follows from the argument presented.	<b>TG U2:</b> 88, 89, 90, 158, 159, 160 <b>TG U3:</b> 288, 289, 290 <b>TG U4:</b> 98, 99, 100, 192, 196



**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

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<b>2.</b> Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
<b>a.</b> Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>TG U1:</b> 258, 259, 260, 278, 279, 280, 288, 289, 290, 298, 299, 300, 308, 309, 310 <b>TG U3:</b> 58, 59, 60, 68, 69, 70, 78, 79, 80, 188, 189, 190 <b>TG U4:</b> 258, 259, 260, 328, 329, 330, 392, 396
<b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>TG U1:</b> 268, 269, 270 <b>TG U3:</b> 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 178, 179, 180, <b>TG U4:</b> 268, 269, 270, 392
<b>c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>TG U1:</b> 269, 299, 300, 308, 309, 310, 368, 369, 370 <b>TG U3:</b> 88, 89, 90, 98, 99, 100, 148, 149, 150, 192, 196 <b>TG U4:</b> 318, 319, 320, 392, 396
<b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>TG U1:</b> 218, 219, 220, 318, 319, 320, 358, 359, 360, 368, 369, 370 <b>TG U3:</b> 68, 69, 70, 78, 79, 80, 98, 99, 100, 148, 149, 150 <b>TG U4:</b> 308, 309, 310, 392, 396
<b>e.</b> Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	<b>TG U1:</b> 218, 219, 220, 268, 269, 270, 278, 279, 280, 358, 359, 360, 368, 369, 370 <b>TG U3:</b> 89, 99, 100, 118, 119, 120, 192, 196 <b>TG U4:</b> 218, 392, 396
<b>f.</b> Provide a concluding statement or section that follows from the information or explanation presented.	<b>TG U1:</b> 328, 329, 330, 392, 396 <b>TG U3:</b> 108, 109, 110, 138, 139, 140, 168, 169, 170 <b>TG U4:</b> 298, 299, 300, 392, 396

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<b>3.</b> Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	
<b>a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.	<b>TG U1:</b> 18, 19, 20, 28, 29, 30, 98, 99, 100 <b>TG U2:</b> 228, 229, 230, 238, 239, 240, 248, 249, 250, 318, 319, 320, 348, 349, 350
<b>b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>TG U1:</b> 48, 49, 50, 108, 109, 110 <b>TG U2:</b> 218, 219, 220, 258, 259, 260, 268, 269, 270
<b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	<b>TG U1:</b> 68, 69, 70 <b>TG U2:</b> 278, 279, 280, 288, 289, 290, 392, 396
<b>d.</b> Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.	<b>TG U1:</b> 58, 59, 60, 118, 119, 120 <b>TG U2:</b> 258, 259, 260, 278, 279, 280, 392, 396
<b>e.</b> Provide a conclusion that follows from the narrated experiences or events.	<b>TG U1:</b> 78, 79, 80 <b>TG U2:</b> 298, 299, 300
<b>Production and Distribution of Writing</b>	
<b>4.</b> 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.)	<b>TG U1:</b> 258, 259, 260, 268, 269, 270, 298, 299, 300, 308, 309, 310, 358, 359, 360 <b>TG U2:</b> 18, 19, 20, 38, 39, 40, 98, 99, 100, 158, 159, 160, 238, 239, 240 <b>TG U3:</b> 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 218, 219, 220 <b>TG U4:</b> 78, 79, 80, 148, 149, 150, 258, 259, 260, 328, 329, 330, 388, 389, 390

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

<b>Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</b>	<b>ReadyGEN Grade 6 ©2016</b>
<b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>	
<b>a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).</b>	<p><b>TG U1:</b> 20, 21, 40, 41, 60, 61, 90, 91, 100, 101, 130, 131, 180, 181, 220, 221, 240, 241, 260, 261, 280, 281, 310, 311, 330, 331, 350, 351, 370, 371</p> <p><b>TG U2:</b> 20, 30, 40, 50, 70, 80, 90, 100, 130, 140, 150, 160, 170, 180, 220</p> <p><b>TG U3:</b> 98, 99, 100, 138, 139, 140, 168, 169, 170, 258, 259, 260</p> <p><b>TG U4:</b> 30, 31, 40, 41, 60, 61, 90, 91, 100, 101, 140, 141, 180, 181, 230, 231, 260, 261, 310, 311, 320, 321, 340, 341, 360, 361, 380, 381, 390, 391</p>
<b>b. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).</b>	<p><b>TG U1:</b> 58, 59, 60, 68, 69, 70, 118, 119, 120, 218, 219, 220, 269, 299, 300, 308, 309, 310, 318, 319, 320, 358, 359, 360, 368, 369, 370</p> <p><b>TG U2:</b> 48, 49, 50, 78, 79, 80, 158, 159, 160, 258, 259, 260, 278, 279, 280, 288, 289, 290, 392, 396</p> <p><b>TG U3:</b> 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 148, 149, 150, 192, 196, 248, 249, 250, 258, 259, 260, 268, 269, 270, 368, 369, 370</p> <p><b>TG U4:</b> 68, 69, 70, 192, 196, 308, 309, 310, 318, 319, 320, 392, 396</p>
<b>6. Use technology, including current web-based communication platforms, 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.</b>	<p><b>TG U1:</b> 20, 30, 50, 70, 80, 90, 100, 107, 198, 230, 310, 370</p> <p><b>TG U2:</b> 90, 100, 107, 120, 140, 180, 189, 190, 260, 290, 307, 310, 320, 370, 380</p> <p><b>TG U3:</b> 20, 80, 120, 170, 230, 260, 270, 290, 300, 310, 330, 340, 350, 360, 370</p> <p><b>TG U4:</b> 20, 70, 107, 110, 120, 150, 170, 198, 220, 240, 280, 300, 307, 390, 398</p>
<b>Research to Build and Present Knowledge</b>	
<b>7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b>	<p><b>TG U1:</b> 128, 129, 130, 188, 189, 190, 238, 239, 240, 338, 339, 340</p> <p><b>TG U2:</b> 328, 329, 330</p> <p><b>TG U3:</b> 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 78, 79, 80</p> <p><b>TG U4:</b> 108, 109, 110, 228, 229, 230, 238, 239, 240</p>

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
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<p><b>8.</b> When conducting research, 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.</p>	<p><b>TG U1:</b> 128, 129, 130, 188, 189, 190, 238, 239, 240, 248, 249, 250, 288, 289, 290  <b>TG U2:</b> 328, 329, 330, 338, 339, 340, 358, 359, 360  <b>TG U3:</b> 28, 29, 30, 38, 39, 40, 78, 79, 80, 308, 309, 310  <b>TG U4:</b> 108, 109, 110, 128, 129, 130, 138, 139, 140, 248, 288, 289, 338, 339, 340</p>
<p><b>9.</b> Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.</p>	<p><b>TG U1:</b> 88, 89, 90  <b>TG U2:</b> 308, 309, 310, 388, 389, 390  <b>TG U3:</b> 278, 279, 280, 298, 299, 300, 318, 319, 320, 328, 329, 330, 338, 339, 340  <b>TG U4:</b> 108, 109, 110, 118, 119, 120, 138, 139, 140</p>
<p><b>Range of Writing</b></p>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>TG U1:</b> 148, 149, 150, 158, 159, 160, 238, 239, 240, 348, 349, 350, 392, 393, 394  <b>TG U2:</b> 33, 63, 74, 83, 94, 124, 144, 163, 223, 253, 263, 294, 303, 313, 323  <b>TG U3:</b> 18, 19, 20, 58, 59, 60, 118, 119, 120, 248, 249, 250, 268, 269, 270  <b>TG U4:</b> 108, 109, 110, 138, 139, 140, 168, 169, 170, 228, 229, 230, 368, 369, 370</p>
<p><b>Grade 6 Speaking and Listening Standards [SL]</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p><b>1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	
<p><b>a.</b> 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)</p>	<p><b>TG U1:</b> 12, 34, 52, 74, 92, 114, 132, 154, 162, 184, 212, 244, 262, 314, 342  <b>TG U2:</b> 12, 14, 32, 34, 62, 64, 82, 84, 112, 114, 172, 174, 222, 224, 252, 253  <b>TG U3:</b> 32, 34, 52, 54, 72, 74, 92, 94, 232, 234, 272, 274, 302, 304, 332  <b>TG U4:</b> 34, 54, 64, 94, 104, 112, 114, 134, 144, 154, 234, 244, 294, 312, 314</p>

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Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

<b>Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</b>	<b>ReadyGEN Grade 6 ©2016</b>
<b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<b>TG U1:</b> 22, 34, 102, 142, 152, 162, 242, 252, 272, 294, 302, 314, 334, 342, 362 <b>TG U2:</b> 12, 22, 34, 42, 74, 82, 92, 132, 142, 164, 182, 242, 252, 296, 306, 332 <b>TG U3:</b> 22, 24, 42, 44, 62, 64, 142, 144, 182, 184, 232, 234, 244, 262, 264 <b>TG U4:</b> 82, 212, 232, 242, 272, 282, 292, 312, 314, 322, 332, 398
<b>c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>TG U1:</b> 24, 64, 74, 92, 112, 162, 164, 212, 214, 222, 224, 244, 274, 292, 302 <b>TG U2:</b> 32, 52, 62, 90, 112, 132, 152, 172, 182, 212, 252, 292, 332, 352, 372, 382 <b>TG U3:</b> 13, 33, 53, 73, 79, 113, 133, 163, 213, 243, 283, 303 <b>TG U4:</b> 12, 42, 72, 102, 132, 162, 212, 222, 232, 262, 292, 322, 342, 362, 382
<b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>TG U1:</b> 342 <b>TG U2:</b> 270, 310 <b>TG U3:</b> 263, 283, 294, 296, 302
<b>2.</b> 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.	<b>TG U1:</b> 229, 239, 240, 288, 289, 290 <b>TG U2:</b> 23, 33, 53, 54, 56, 57, 102, 104, 106, 107, 363 <b>TG U3:</b> 13, 77, 117, 147 <b>TG U4:</b> 22, 23, 24, 25, 26, 27, 47, 177, 288, 289, 290
<b>3.</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>TG U2:</b> 80, 90, 100, 120, 160, 198 <b>TG U3:</b> 240, 250, 280, 290, 300, 330, 340, 350, 360, 390, 398 <b>TG U4:</b> 20, 50, 70, 80, 90, 110, 120, 150, 160, 170, 190, 198
<b>Presentation of Knowledge and Ideas</b>	
<b>4.</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)	<b>TG U1:</b> 180, 270, 300, 350, 360, 370, 388, 389, 390 <b>TG U2:</b> 40, 90, 120, 188, 189, 190, 198, 398 <b>TG U3:</b> 170, 290, 300, 330, 340, 350, 360, 390, 398 <b>TG U4:</b> 60, 198, 300, 330, 335, 350, 398

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Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

<b>Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</b>	<b>ReadyGEN Grade 6 ©2016</b>
<b>5.</b> Include multimedia components and visual displays in presentations to clarify information.	<b>TG U1:</b> 260, 290, 360, 390 <b>TG U2:</b> 198, 378, 379, 380, 398 <b>TG U3:</b> 128, 129, 130, 168, 169, 170 <b>TG U4:</b> 190, 194, 198, 288, 289, 290, 348, 349, 350, 388, 389, 390, 398
<b>6.</b> 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 for specific expectations.)	<b>TG U1:</b> 179, 270, 278, 279, 280, 388, 389, 390 <b>TG U2:</b> 68, 69, 70, 168, 169, 170, 188, 189, 190, 388, 389, 390 <b>TG U3:</b> 168, 169, 170, 198, 338, 339, 340 <b>TG U4:</b> 180
<b>Grade 6 Language Standards [L]</b>	
<b>Conventions of Standard English</b>	
<b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
<i>Sentence Structure, Variety, and Meaning</i>	
<b>a.</b> Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.	<b>TG U1:</b> 158, 159, 160 <b>TG U2:</b> 131, 161, 221, 268 <b>TG U3:</b> 88, 268, 269, 270, 271, 280, 281, 369, 370 <b>TG U4:</b> 121, 231, 241, 310, 311,
<b>b.</b> Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.	<b>TG U1:</b> 80, 81, 311 <b>TG U2:</b> 20, 21, 30, 31, 40, 41, 90, 91, 140, 141, 150, 151, 160, 161, 170, 171, 220, 221 <b>TG U3:</b> 60, 61, 70, 71, 80, 81, 281 <b>TG U4:</b> 130, 131, 140, 141, 150, 151, 230, 231, 240, 241, 250, 251, 260, 261, 270, 271, 310, 311,
<b>c.</b> Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <sup>15</sup>	<b>TG U1:</b> 48-50, 58-60, 68-70, 368-370 <b>TG U2:</b> 78-80, 170, 171, 280, 281 <b>TG U3:</b> 70, 71, 80, 81, 148-150, 368-370 <b>TG U4:</b> 88-90, 168-170, 240, 241, 250, 251, 368-370

**A Correlation of ReadyGEN, Grade 6 ©2016 to the  
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<b>Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</b>	<b>ReadyGEN Grade 6 ©2016</b>
<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
<b>a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. <sup>15</sup>	<b>TG U2:</b> 350, 351, 360, 361, 370, 371 <b>TG U3:</b> 340, 341, 350, 351 <b>TG U4:</b> 250, 251, 260, 261, 270, 271, 280, 281, 290, 291, 300, 301, 310, 311
<b>b.</b> Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	<b>TG U1:</b> 190, 191, 380, 381, 395 <b>TG U2:</b> 178, 179, 180, 188, 189, 190, 191, 195, 278, 279, 280, 395 <b>TG U3:</b> 158, 159, 160, 170, 171, 195, 379, 380, 381, 370, 371, 395 <b>TG U4:</b> 170, 171, 179, 195, 370, 371, 378, 379, 380, 395
<b>Knowledge of Language</b>	
<b>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>	
<b>a.</b> Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. <sup>16</sup>	<b>TG U1:</b> 268, 269, 270, 358, 359, 360, 368, 369, 370, 392, 395, 396 <b>TG U2:</b> 68, 69, 70, 109 <b>TG U3:</b> 138, 139, 140, 190, 191, 258, 259, 260, 268, 269, 270, 289, 290 <b>TG U4:</b> 78, 79, 80, 168, 169, 170, 192, 196, 392, 396
<b>b.</b> Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. <sup>16</sup>	<b>TG U1:</b> 390 <b>TG U2:</b> 390, 391 <b>TG U3:</b> 180, 181, 321, 360, 361 <b>TG U4:</b> 180, 181, 380, 381
<b>Vocabulary Acquisition and Use</b>	
<b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</b>	
<b>a.</b> 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.	<b>TG U1:</b> 55, 233, 285, 313, WA2, WA3, WA4, WA8, WA9, WA10, WA11, WA12, WA13, WA23 <b>TG U2:</b> 163, 283, 323, 373, WA5, WA6, WA7, WA11, WA12, WA13 <b>TG U3:</b> 33, 53, 56, 93, 94, 95, 96, 97, 275, WA3, WA8, WA10, WA11 <b>TG U4:</b> 25, 165, 333, 355, 375, WA8, WA9, WA10, WA14, WA15, WA16, WA20, WA22

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<b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	<b>TG U1:</b> 233, WA5, WA6, WA7, WA11, WA12, WA14, WA15, WA16 <b>TG U2:</b> WA8, WA9, WA10, WA23, WA24, WA25 <b>TG U3:</b> 83, 93, WA5, WA6, WA7, WA17, WA18, WA20, WA21, WA22 <b>TG U4:</b> WA2, WA3, WA4, WA23, WA24, WA25
<b>c.</b> 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.	<b>TG U1:</b> 60, 285, WA2, WA3, WA4, WA7, WA8, WA9, WA10, WA12, WA15, WA20, WA21, WA22, WA23 <b>TG U2:</b> 41, 73, 169, 179, WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13 <b>TG U3:</b> 93, 99, 191, 299, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12, WA14, WA15, WA16 <b>TG U4:</b> 183, 375, WA2, WA3, WA4, WA8, WA9, WA10, WA11, WA14, WA15, WA16, WA17, WA19, WA25
<b>d.</b> 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).	<b>TG U1:</b> 285, WA2, WA3, WA4, WA7, WA8, WA9, WA10, WA15, WA22 <b>TG U2:</b> WA2, WA3, WA4, WA5, WA6, WA7, WA8, WA9, WA11, WA12, WA13, WA20, WA21, WA22 <b>TG U3:</b> 95, 96, 275, 299, WA2, WA5, WA6, WA8, WA9, WA10, WA11, WA12, WA14, WA21 <b>TG U4:</b> WA8, WA9, WA10, WA11, WA13, WA14, WA15, WA16, WA20, WA21, WA22, WA23, WA24
<b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>a.</b> Interpret figures of speech (e.g., personification) in context.	<b>TG U1:</b> WA17, WA18, WA19 <b>TG U2:</b> 278, 279, 280, 303, 362, 363, 364, 366, 367, WA14, WA15, WA16 <b>TG U3:</b> 52, 54, WA2, WA3, WA4 <b>TG U4:</b> 131, WA5, WA6, WA7
<b>b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>TG U1:</b> 55, 253, 269, 309, 311 <b>TG U2:</b> 58, 59, 60, WA17, WA18, WA19 <b>TG U3:</b> 83, 133, WA23, WA24, WA25 <b>TG U4:</b> 69, 223, 253, 293, WA11, WA12, WA13, WA20



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<p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p><b>TG U1:</b> 52, 54, 56, 57, 319, WA23, WA24, WA25  <b>TG U2:</b> WA20, WA22, WA21  <b>TG U3:</b> 53, 54, 98, 99, 100, 143, 263, WA11, WA12, WA13  <b>TG U4:</b> 53, WA11, WA12, WA13, WA17, WA18, WA19</p>
<p><b>6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p><b>TG U1:</b> 13, 24, 33, 43, 44, 52, 53, 54, 55, 56, 57, 64, 73, 83, 94, 123, 133, 134, 154, 174, 177, 183, 214, 233, 244, 264, 285, 294, 313, 324, 344, 354, 374, WA17, WA18, WA19, WA20, WA21, WA22, WA23, WA24, WA25  <b>TG U2:</b> 14, 32, 33, 34, 44, 46, 83, 84, 114, 122, 123, 124, 126, 127, 134, 143, 153, 164, 214, 234, 242, 246, 247, 264, 274, 278, 279, 280, 294, 304, 324, 362, 363, 364, 367, 377, WA2, WA3, WA4, WA14, WA15, WA20, WA21  <b>TG U3:</b> 14, 24, 44, 52, 53, 54, 56, 57, 64, 74, 84, 92, 93, 94, 96, 97, 114, 126, 143, 154, 214, 223, 234, 242, 243, 244, 245, 246, 247, 253, 254, 263, 283, 344, 374, 384, WA11, WA12, WA13  <b>TG U4:</b> 13, 14, 44, 53, 64, 83, 94, 113, 124, 143, 154, 184, 234, 252, 253, 254, 255, 256, 257, 263, 264, 283, 284, 293, 304, 322, 324, 344, 364, 372, 374, 376, 377, 384, WA5, WA6, WA7, WA11, WA12, WA17, WA18, WA19</p>