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*Grades K-6*

**Aligned with Common Core State Standards**

For English Language Arts and Literacy in  
History/Social Studies, Science & Technical Subjects

## McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science

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# Common Core State Standards • GRADE 6

## College and Career Readiness Anchor Standards for Reading

### *Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### *Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### *Integration of Knowledge and Ideas*

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### *Range of Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **KEY**

#### **CCSLH:**

Common Core State Standards  
Literacy eHandbook

## Reading Standards for Literature

*Key Ideas and Details*

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

**UNIT 1:** 35, 56, T13 **UNIT 2:** 155A, 155B, 158, 163, 168, 211B **UNIT 3:** 277A, 277B, 280, 286, 288, 292, 3010, 301P, 301R, 351 **UNIT 4:** 469 **UNIT 5:** 546, 554 5670

**CCSLH:** 1.1.A

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.

**UNIT 1:** 35, 39P, 39R, 52, 90, 95, 101R **UNIT 2:** 140, 147, 1510, 158, 162, 164, 168, 171, 177R, 193A, 194, 196, 202, 206, 211, 2170, 217P, 217R, 217T **UNIT 3:** 267, 273R, 273V, 277A, 285, 287, 295, 333, 350, 355, 355B **UNIT 4:** 445, 461, 471 **UNIT 5:** 492, 497, 503P, 516, 525, 529P, 554, 555, 561, 589 **UNIT 6:** 606, 615, 625, 639, 645P, 669, 679, 683P, 687A, 687B, 688–701, 703, 7090, 709P, 709R, 709T

**CCSLH:** 1.1.B, 1.1.C

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.

**UNIT 1:** 19A–19B, 24, 29, 30, 32, 34, 35, 35B, 390, 39P, 39R, 39T, 43A–43B, 53, 55, 57, 59, 650, 65P, 65R, 65T, 95B **UNIT 2:** 142, 171B, 211 **UNIT 3:** 249A–249B, 253, 259, 264, 267, 2730, 273P, 273R, 273T

**CCSLH:** 1.1.D

*Craft and Structure*

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.

**UNIT 1:** 69, 81 **UNIT 2:** 201 **UNIT 5:** 520, 555 **UNIT 6:** 625, 634

**CCSLH:** 1.2.A, 1.2.B

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.

**UNIT 1:** 19A–19B, 20, 22, 27, 32, 35, 35B, 39P, 43, 43A, 44, 46, 48, 55, 65P, 65R, 65T, 95B **UNIT 2:** 142, 171B **UNIT 3:** 249A–249B, 250, 253, 258, 273P, 273R, 273T **UNIT 6:** 632, 688

**CCSLH:** 1.2.C, 1.2.D, 1.2.E

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

**UNIT 3:** 257, 267 **UNIT 4:** 380, 413T, 454, 465, 4750 **UNIT 5:** 496 **UNIT 6:** 614

**CCSLH:** 1.2.F

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<b>Integration of Knowledge and Ideas</b>	
<p>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.</p>	<p><b>UNIT 2:</b> 230 <b>UNIT 3:</b> 264 <b>UNIT 4:</b> 364I <b>CCSLH:</b> 1.3.A</p>
<p>8. (Not applicable to literature)</p>	
<p>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.</p>	<p><b>UNIT 1:</b> 37, 63, 99, 121 <b>UNIT 2:</b> 149, 175, 205, 215, 239 <b>UNIT 3:</b> 271, 299, 333, 357 <b>UNIT 4:</b> 385, 411, 421, 447, 473 <b>UNIT 5:</b> 501, 525, 527, 565 <b>UNIT 6:</b> 643, 681, 707 <b>CCSLH:</b> 1.3.B</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p>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.</p>	<p>Reading selections in the Grade 6 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 955-1155 required by the Common Core Standard for grades 6-8.</p>
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>UNIT 2:</b> 177P, 177R, 185 <b>UNIT 3:</b> 331B <b>UNIT 4:</b> 421A, 4250, 425P <b>UNIT 5:</b> 567P, 567R, 567T <b>UNIT 6:</b> 599B, 605 <b>CCSLH:</b> 2.1.A</p>
<p>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.</p>	<p><b>UNIT 1:</b> 59, 65R, 69A–69B, 70–73, 770, 77P, 77Q, 77R, 77T, 105A–105B, 113, 106–117, 119, 119B, 1230 123P, 123R, 123T <b>UNIT 2:</b> 174, 185A, 1890, 189R, 221A, 222, 225, 231, 235, 237, 2410, 241P, 241R, 241T <b>UNIT 3:</b> 308, 309, 309A, 313R, 317A, 318, 321, 322, 325, 327, 331, 331B, 3350, 335P, 335R, 335T, 335V <b>UNIT 4:</b> 367A, 373, 377, 381, 381B, 384, 387R, 407, 421, 475P <b>UNIT 5:</b> 537, 541P, 563, 567P, 571A, 571B, 572, 575, 577, 579, 582, 584, 587, 5910, 591P, 591R, 591T, 591V <b>UNIT 6:</b> 621P, 621V, 649A, 650, 651, 653, 657P, 657R, 657T, 683V, 687A <b>CCSLH:</b> 2.1.B, 2.1.C</p>
<p>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).</p>	<p><b>UNIT 1:</b> 70, 72, 119 <b>UNIT 2:</b> 185 <b>UNIT 3:</b> 307 <b>UNIT 6:</b> 685 <b>CCSLH:</b> 2.1.D</p>

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<b><i>Craft and Structure</i></b>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>UNIT 1:</b> 72, 108 <b>UNIT 2:</b> 134, 1510-151A, 1890, 189Q <b>UNIT 3:</b> 305 <b>UNIT 4:</b> 367, 373, 383, 3870, 387Q, 406  <b>UNIT 5:</b> 571, 577, 582, 591Q <b>UNIT 6:</b> 608, 625, 642, 705</p> <p><b>CCSLH:</b> 2.2.A, 2.2.B</p>
<p>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.</p>	<p><b>UNIT 3:</b> 305A-305B, 306, 307, 3130, 313P, 313R, 313T, 324 <b>UNIT 5:</b> 585 <b>UNIT 6:</b> 649A, 650, 657P, 657R, 657T, 661A-661B, 662, 6830, 683R, 683T</p> <p><b>CCSLH:</b> 2.2.C</p>
<p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>UNIT 1:</b> xvi, 31, 131K <b>UNIT 2:</b> XVI, 153, 157X, 175, 177, 213, 217N, 217U, 235, 239W, 239X, 245J, 245K  <b>UNIT 3:</b> XVI, 315, 319Q, 319CC, 347, 368, 372, 375U, 381J, 381K, T3 <b>UNIT 4:</b> XVI, 407, 407B, 410, 411, 431, 432, 481, 509, 511, 519K <b>UNIT 5:</b> XVI, 573, 574, 585, 641, 649K <b>UNIT 6:</b> XVI, 683, 721, 785K</p> <p><b>CCSLH:</b> 2.2.D</p>
<b><i>Integration of Knowledge and Ideas</i></b>	
<p>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.</p>	<p><b>UNIT 2:</b> 144, 148-149, 151Q, 172, 173, 177Q <b>UNIT 4:</b> 382-383, 387S <b>UNIT 5:</b> 480I <b>UNIT 6:</b> 704, 705, 706, 709Q, 709S</p> <p><b>CCSLH:</b> 2.3.A</p>
<p>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.</p>	<p><b>UNIT 4:</b> 398 <b>UNIT 5:</b> 533A-533B, 534, 535, 5410, 541R</p> <p><b>CCSLH:</b> 2.3.B</p>
<p>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).</p>	<p><b>UNIT 2:</b> 215 <b>UNIT 4:</b> 373, 385, 480I <b>UNIT 6:</b> 619, 679</p> <p><b>CCSLH:</b> 2.3.C</p>
<b><i>Range of Reading and Level of Text Complexity</i></b>	
<p>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.</p>	<p>Reading selections in the Grade 6 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 955-1155 required by the Common Core Standard for grades 6-8.</p>

# Common Core State Standards • GRADE 6

## College and Career Readiness Anchor Standards for Writing

### *Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### *Research to Build and Present Knowledge*

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Writing Standards

*Text Types and Purposes*

<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>UNIT 2:</b> 176-177, 177A, 177B, 216-217, 217B, 240-241</p> <p>See also <b>Grammar and Writing Handbook</b></p> <p><b>CCSLH:</b> 5.1.A</p>
<p>a Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><b>UNIT 2:</b> 176-177, 177A, 216-217, 240-241</p> <p><b>CCSLH:</b> 5.1.A</p>
<p>b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>UNIT 2:</b> 176-177, 177A, 177B, 216-217, 217B, 240-241</p> <p><b>CCSLH:</b> 5.1.A</p>
<p>c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p><b>UNIT 2:</b> 176-177, 177A, 177B, 216-217, 240-241</p> <p><b>CCSLH:</b> 5.1.A</p>
<p>d Establish and maintain a formal style.</p>	<p><b>UNIT 2:</b> 176-177, 177A, 177B, 216-217, 240-241</p> <p><b>CCSLH:</b> 5.1.A</p>
<p>e Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>UNIT 2:</b> 245A-245F</p> <p>See also <b>Grammar and Writing Handbook:</b> 30-46</p> <p><b>CCSLH:</b> 5.1.A</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis</p>	<p><b>UNIT 2:</b> 144, 137 <b>UNIT 6:</b> 596S, 620-621, 622J, 644-645, 645A, 645B, 658J, 682-683, 683A, 683B, 708-709, 709A, 709B, 713A-713H</p> <p>See also <b>Grammar and Writing Handbook</b></p> <p><b>CCSLH:</b> 5.1.B</p>

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<p><b>a</b> 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.</p>	<p><b>UNIT 2:</b> 144, 137    <b>UNIT 6:</b> 596S, 620-621, 644-645, 645B , 658J , 682-683, 683B, 708-709, 709B, 713A-713H</p> <p><b>CCSLH:</b> 5.1.B</p>
<p><b>b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>UNIT 6:</b> 620-621, 622J, 644-645, 658J , 682-683, 683B , 708-709, 713A-713H</p> <p><b>CCSLH:</b> 5.1.B</p>
<p><b>c</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>UNIT 6:</b> 644-645, 645A , 658J, 683B</p> <p><b>CCSLH:</b> 5.1.B</p>
<p><b>d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>UNIT 6:</b> 644-645, 658J, 682-683, 683A , 708-709, 709A , 709B, 713A-713H</p> <p><b>CCSLH:</b> 5.1.B</p>
<p><b>e</b> Establish and maintain a formal style.</p>	<p><b>UNIT 6:</b> 620-621, 644-645, 682-683, 708-709, 713A-713H</p> <p><b>CCSLH:</b> 5.1.B</p>
<p><b>f</b> Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>UNIT 6:</b> 620-621, 644-645, 682-683, 708-709, 713A-713H</p> <p><b>CCSLH:</b> 5.1.B</p>

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<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>UNIT 1:</b> 16S, 38-39, 39A, 39B, 64-65, 122-123, 123A, 123B, 127A-127H <b>UNIT 2:</b> 190J <b>UNIT 3:</b> 272-273, 273B, 300-301, 301A, 334-335, 335B, 358-359, 359A, 359B, 363A–363H</p> <p>See also <b>Grammar and Writing Handbook</b></p> <p><b>CCSLH:</b> 5.1.C</p>
<p><b>a</b> 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.</p>	<p><b>UNIT 1:</b> 16S, 38-39, 39B, 64-65, 65B, 122-123, 127A-127H <b>UNIT 2:</b> 190J <b>UNIT 3:</b> 272-273, 273A, 300-301, 301A, 301B, 334-335, 358-359, 363A–363H</p> <p><b>CCSLH:</b> 5.1.C</p>
<p><b>b</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>UNIT 1:</b> 16S, 38-39, 39B, 122-123, 123B <b>UNIT 3:</b> 272-273, 300-301, 301A, 334-335, 335B, 358-359, 359A, 359B, 363A–363H</p> <p><b>CCSLH:</b> 5.1.C</p>
<p><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.</p>	<p><b>UNIT 1:</b> 64-65, 122-123, 123A <b>UNIT 3:</b> 273B, 300-301</p> <p><b>CCSLH:</b> 5.1.C</p>
<p><b>d</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>UNIT 1:</b> 38-39, 39A, 39B, 64-65, 65B, 127A-127H <b>UNIT 3:</b> 272-273, 273A, 300-301, 301A, 301B, 334-335, 358-359, 359B</p> <p><b>CCSLH:</b> 5.1.C</p>
<p><b>e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>UNIT 1:</b> 38-39 <b>UNIT 3:</b> 334-335, 335A, 363A–363H</p> <p><b>CCSLH:</b> 5.1.C</p>

***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**UNIT 1:** 76-77, 127B, 127D **UNIT 2:** 188-189, 216-217, 217B, 245A-245E **UNIT 3:** 312-313, 363-363E **UNIT 4:** 412-413, 413B, 424, 425, 479A-479E **UNIT 5:** 540-541, 595-595E **UNIT 6:** 656-657, 713-713E

See also **Grammar and Writing Handbook**

**CCSLH:** 5.2.A

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. See Language Standards and Language Progressive Skills below. )

**UNIT 1:** 39, 65, 77, 101, 123, 127B, 127D, 127E **UNIT 2:** 151, 177, 189, 217, 241, 245B, 245D, 245E **UNIT 3:** 273, 301, 313, 335, 359, 363B, 363D, 363E **UNIT 4:** 387, 413, 425, 449, 475, 479B, 479D, 479E **UNIT 5:** 503, 529, 541, 541B, 567, 591, 591A, 595B, 595D, 595E **UNIT 6:** 621, 645, 657, 683, 709, 713B, 713D, 713E

**CCSLH:** 5.2.A

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.

**UNIT 1:** 39B, 65B, 77B, 101B, 123B, 127I-127J **UNIT 2:** 245I-245J **UNIT 3:** 273B, 301B, 313B, 335B, 359B 363I-363J **UNIT 5:** 503B, 529B, 541B, 567B, 591B **UNIT 6:** 621B, 645B, 657B, 683B, 709B

See also **Grammar and Writing Handbook**

**CCSLH:** 5.2.A

***Research to Build and Present Knowledge***

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**UNIT 1:** 16H, 63, 77A-77B, 127I-127J **UNIT 2:** 128H, 189A-189B **UNIT 3:** 246H, 246I, 313A- 313B **UNIT 4:** 364H, 364I, 425A-425B, 479A-479H, 480H, 480I **UNIT 5:** 541A, 541B **UNIT 6:** 596H, 596I, 619, 657A, 657B, 658J

See also **Grammar and Writing Handbook**

**CCSLH:** 5.3.A

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<p>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.</p>	<p><b>UNIT 1:</b> 16H, 16I, 63, 77A, 77B, 127I–127J <b>UNIT 2:</b> 128H, 128I, 175, 189A, 189B, 215 <b>UNIT 3:</b> 246H, 246I, 271, 313A, 313B <b>UNIT 4:</b> 364H, 364I, 425A, 425B, 447, 479, 480H, 480I <b>UNIT 5:</b> 501, 527, 541A, 541B <b>UNIT 6:</b> 596H, 596I, 619, 643, 657A, 657B, 681, 707</p> <p>See also <b>Grammar and Writing Handbook</b></p> <p><b>CCSLH:</b> 5.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>UNIT 1:</b> 37, 63, 99, 121 <b>UNIT 2:</b> 149, 175, 215, 239 <b>UNIT 3:</b> 271, 299, 333, 357 <b>UNIT 4:</b> 385, 398, 411, 421, 447, 473 <b>UNIT 5:</b> 501, 525, 527, 565 <b>UNIT 6:</b> 643, 681, 707</p> <p><b>CCSLH:</b> 5.3.B</p>
<p>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”).</p>	<p><b>UNIT 1:</b> 37, 63, 99, 121 <b>UNIT 2:</b> 149, 175, 215, 239 <b>UNIT 3:</b> 271, 299, 333, 357 <b>UNIT 4:</b> 385, 411, 421, 447, 473 <b>UNIT 5:</b> 501, 525, 527, 533A–533B, 534, 535, 5410, 541R, 565 <b>UNIT 6:</b> 643, 681, 707</p> <p><b>CCSLH:</b> 5.3.B</p>
<p>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”).</p>	<p><b>UNIT 4:</b> 398 <b>UNIT 5:</b> 533A–533B, 534, 535, 5410, 541R</p> <p><b>CCSLH:</b> 5.3.B</p>
<b>Range of Writing</b>	
<p>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.</p>	<p><b>UNIT 1:</b> 16S, 34, 37, 38–39B, 39F, 40J, 48R, 58, 64–65B, 66J, 77A–77B, 77F78J, 94, 102J, 118, 122–123B, 123F, 127A–127H, 128S <b>UNIT 2:</b> 146, 150–151B, 151F, 152J, 170, 190J, 210, 150–151, 176–177B, 178J, 188–189, 189A–189B, 216–217, 217F, 218J <b>UNIT 3:</b> 236, 241F, 246S, 266, 240–241B, 245A–245J, 246S, 272–273B, 274J <b>UNIT 4:</b> 294, 300–301B, 301F, 302J, 309B, 312–313, 313A–313B, 313F 330, 334–335B, 335F, 336F, 336J, 354, 357, 358–359B, 363A–363H, 364I, 364S, 380, 386–387B, 388J, 405, 406, 412–413B, 413F, 414J, 424–425, 425A–425B, 425F, 425J, 426J, 444, 448–449, 449A–449B, 450J, 470, 474–475B, 474–475B, 479A–479H, 480S <b>UNIT 5:</b> 496, 502–503B, 504I, 504J, 524, 528–529B, 529F, 530J, 540–541, 541A–541B, 542J, 560, 566–567, 568J, 586 <b>UNIT 6:</b> 590–591B, 591F, 595A–595H, 596S, 614, 620–621B, 621A–621B, 621F, 622J, 638, 644–645B, 646I–646J, 656–657, 657A–657B, 658J, 678, 682–683B, 683A–683B, 684J, 702, 708–709B, 713A–713H, 763A–767F</p> <p><b>CCSLH:</b> 5.1.A, 5.1.B, 5.1.C, 5.3.A, 5.4.A</p>

# Common Core State Standards • GRADE 6

## College and Career Readiness Anchor Standards for Speaking and Listening

### *Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### *Presentation of Knowledge and Ideas*

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Speaking and Listening Standards

*Comprehension and Collaboration*

<p><b>1</b> 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.</p>	<p><b>UNIT 1:</b> 41, 77A, 123A-123B, 127K <b>UNIT 2:</b> 129, 153, 211B, 217A, 241B <b>UNIT 3:</b> 246I, 247, 273B, 313A, 331B  <b>UNIT 4:</b> 364, 449A, 475B <b>UNIT 5:</b> 480I, 481, 503A, 529A, 541A, 587B, 591A-591B, 595E <b>UNIT 6:</b> 596I, 599, 621A, 683A-683B, 687B, 709A, 709P, 713E</p> <p>See also <b>Grammar and Writing Handbook</b></p> <p><b>CCSLH:</b> 7.1.A</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.</p>	<p><b>UNIT 2:</b> 211B <b>UNIT 3:</b> 331B <b>UNIT 5:</b> 587B <b>UNIT 6:</b> 596I, 687B, 709P</p> <p><b>CCSLH:</b> 7.1.A</p>
<p><b>b</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>UNIT 3:</b> 246I <b>UNIT 5:</b> 480I <b>UNIT 6:</b> 596I</p> <p><b>CCSLH:</b> 7.1.A</p>
<p><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.</p>	<p><b>UNIT 1:</b> 77A, 123A, 127K <b>UNIT 2:</b> 129, 217A <b>UNIT 4:</b> 449A <b>UNIT 5:</b> 529A, 591A <b>UNIT 6:</b> 683A, 709A</p> <p><b>CCSLH:</b> 7.1.A</p>
<p><b>d</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>UNIT 3:</b> 313A <b>UNIT 5:</b> 480I, 503A, 541A, 591A, 595E <b>UNIT 6:</b> 621A, 713E</p> <p><b>CCSLH:</b> 7.1.A</p>

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<p>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.</p>	<p><b>UNIT 1:</b> 16I, 33, 56, 88 <b>UNIT 2:</b> 144, 208, 230 <b>UNIT 3:</b> 264, 350 <b>UNIT 4:</b> 364I, 404, 442 <b>UNIT 5:</b> 480I, 487, 548, 563, 584 <b>UNIT 6:</b> 607, 700</p> <p><b>CCSLH:</b> 7.1.B</p>
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>UNIT 2:</b> 177A, 217A, 241A, 245D, 245E, 245G-245H</p> <p><b>CCSLH:</b> 7.1.C</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p>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.</p>	<p><b>UNIT 1:</b> 39A, 65A, 77A, 101A, 123A, 127E, 127K-127L <b>UNIT 2:</b> 151A, 177A, 189A, 217A, 241A, 245E, 245K-245L  <b>UNIT 3:</b> 273A, 301A, 313A, 335A, 359A, 363E, 363K-363L <b>UNIT 4:</b> 387A, 413A, 425A, 449A, 475A, 479E, 479K-479L  <b>UNIT 5:</b> 503A, 529A, 541A, 567A, 591A, 595E, 595K-595L <b>UNIT 6:</b> 621A, 645A, 657A, 683A, 709A, 713E, 713K-713L</p> <p><b>CCSLH:</b> 7.2.A</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>UNIT 1:</b> 127K-127L <b>UNIT 2:</b> 245K-245L <b>UNIT 3:</b> 363K-363L <b>UNIT 4:</b> 479K-479L <b>UNIT 5:</b> 503A, 595K-595L  <b>UNIT 6:</b> 713K-713L</p> <p><b>CCSLH:</b> 7.2.A</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>UNIT 1:</b> 39A, 65A, 77A, 101A, 123A, 127E, 127K-127L <b>UNIT 2:</b> 151A, 177A, 189A, 217A, 241A, 245E, 245K-245L  <b>UNIT 3:</b> 273A, 301A, 313A, 335A, 359A, 363E, 363K-363L <b>UNIT 4:</b> 387A, 413A, 425A, 449A, 475A, 479E, 479K-479L  <b>UNIT 5:</b> 503A, 529A, 541A, 567A, 591A, 595E, 595K-595L <b>UNIT 6:</b> 621A, 645A, 657A, 683A, 709A, 713E, 713K-713L</p> <p><b>CCSLH:</b> 7.2.B</p>

# Common Core State Standards • GRADE 6

## College and Career Readiness Anchor Standards for Language

### *Conventions of Standard English*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### *Knowledge of Language*

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

### *Vocabulary Acquisition and Use*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Language Standards

*Conventions of Standard English*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**UNIT 1:** 39I–39J, 65A, 65I–65J, 77I–77J, 101I–101J, 123I–123J, 127E **UNIT 2:** 177I–177J, 189I–189J, 217I–217J  
**UNIT 3:** 241I–241J, 246I, 273I–273J, 301I–301J, 313I–313J, 335I–335J, 359I–359J **UNIT 4:** 387, 387B, 387I–387J,  
 413B, 413I–413J, 425I–425J, 449I–449J, 475B, 475I–475J, 479E, 479K **UNIT 5:** 480I, 488, 502–503A, 503I–503J,  
 529I–529J, 541I–541J, 567I–567J, 591I–591J, 596I **UNIT 6:** 621I–621J, 645I–645J, 657I–657J, 683I–683J, 709I–709J

See also **Grammar and Writing Handbook**

**CCSLH:** 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F, 8.1.G, 8.1.H

a Ensure that pronouns are in the proper case (subjective, objective, possessive).

**UNIT 4:** 413B, 413I–413J, 425J, 479E

**CCSLH:** 8.1.D

b Use intensive pronouns (e.g., myself, ourselves).

**CCSLH:** 8.1.D

c Recognize and correct inappropriate shifts in pronoun number and person.

**UNIT 4:** 387, 387B, 387J, 475B, 475I–475J

**CCSLH:** 8.1.D

d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**UNIT 4:** 387J

**CCSLH:** 8.1.D

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.

**UNIT 1:** 39I–39J, 65A, 65I–65J, 77I–77J, 101I–101J, 123I–123J, 127E **UNIT 2:** 151I–151J, 177I–177J, 189I–189J,  
 217I–217J **UNIT 3:** 241I–241J, 246I, 273I–273J, 301I–301J, 313I–313J, 335I–335J, 359I–359J **UNIT 4:** 387I–387J,  
 413I–413J, 425I–425J, 449I–449J, 475I–475J 479K **UNIT 5:** 480I, 488, 502–503A, 503I–503J, 529I–529J, 541I–541J,  
 567I–567J, 591I–591J 596I **UNIT 6:** 621I–621J, 645I–645J, 657I–657J, 683I–683J, 709I–709J

**CCSLH:** 8.1.H

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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>UNIT 1:</b> 39B, 39G–39H, 65B, 65G–65H, 77G–77H, 101B, 101G–101H, 123B, 123G–123H, 127E <b>UNIT 2:</b> 151B, 151G–151H, 177B, 177G–177H, 177J, 189G–189H, 217B, 217G–217H, 241B, 241G–241H, 245E <b>UNIT 3:</b> 273B, 273G–273H, 301B, 301G–301H, 313G–313H, 335B, 335G–335H, 359B, 359G–359H, 363E, 387B, 387G–387H <b>UNIT 4:</b> 413B, 413G–413H, 425G–425H, 449B, 449G–449H, 475B, 475G–475H, 479E <b>UNIT 5:</b> 503B, 503G–503H, 529B, 529G–529H, 541G–541H, 567B, 567G–567H, 591B, 591G–591H, 595E <b>UNIT 6:</b> 621B, 621G–621H, 645B, 645G–645H, 657G–657H, 683B, 683G–683H, 683J, 709B, 709G–709H, 713E</p> <p>See also <b>Grammar and Writing Handbook</b></p> <p><b>CCSLH:</b> 8.1.I, 8.1.J, 8.1.K</p>
<p>a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p><b>UNIT 1:</b> 101B, 123B, 127E <b>UNIT 2:</b> 177J <b>UNIT 5:</b> 503B <b>UNIT 6:</b> 683J</p> <p><b>CCSLH:</b> 8.1.J</p>
<p>b Spell correctly.</p>	<p><b>UNIT 1:</b> 39B, 39G–39H, 65B, 65G–65H, 77G–77H, 101B, 101G–101H, 123B, 123G–123H <b>UNIT 2:</b> 151B, 151G–151H, 177B, 177G–177H, 189G–189H, 217B, 217G–217H, 241B, 241G–241H <b>UNIT 3:</b> 273B, 273G–273H, 301B, 301G–301H, 313G–313H, 335B, 335G–335H, 359B, 359G–359H, 387B, 387G–387H <b>UNIT 4:</b> 413B, 413G–413H, 425G–425H, 449B, 449G–449H, 475B, 475G–475H <b>UNIT 5:</b> 503B, 503G–503H, 529B, 529G–529H, 541G–541H, 567B, 567G–567H, 591B, 591G–591H <b>UNIT 6:</b> 621B, 621G–621H, 645B, 645G–645H, 657G–657H, 683B, 683G–683H, 709B, 709G–709H</p> <p><b>CCSLH:</b> 8.1.I, 8.1.J</p>
<b>Knowledge of Language</b>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>UNIT 2:</b> 240, 241, 241A <b>UNIT 3:</b> 358, 359, 359A, 363D, 359A <b>UNIT 5:</b> 503B <b>UNIT 6:</b> 683, 709B</p> <p><b>CCSLH:</b> 8.2.A, 8.2.B, 8.2.C, 8.2.D</p>
<p>a Vary sentence patterns for meaning, reader/ listener interest, and style.</p>	<p><b>UNIT 2:</b> 240, 241, 241A <b>UNIT 3:</b> 363D, 359A <b>UNIT 6:</b> 683</p> <p><b>CCSLH:</b> 8.2.C</p>

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<p><b>b</b> Maintain consistency in style and tone.</p>	<p><b>UNIT 3:</b> 358, 359, 359A <b>UNIT 5:</b> 503B <b>UNIT 6:</b> 709B</p> <p><b>CCSLH:</b> 8.2.D</p>
<p><i>Vocabulary Acquisition and Use</i></p>	
<p><b>4.</b> 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.</p>	<p><b>UNIT 1:</b> 19, 31, 39D, 39F, 390, 39Q, 123F, 69, 72, 77D, 81, 101D, 108 <b>UNIT 2:</b> 134, 155, 162, 177D, 1770, 177Q, 181, 189D, 189F, 1890, 189Q 193, 217D, 2170, 217Q, 221, 233, 241Q <b>UNIT 3:</b> 277, 283, 301D, 3010, 301Q, 305, 308, 313D, 324, 353 <b>UNIT 4:</b> 367, 373, 383, 387D, 3870, 387Q, 417, 425D, 4250, 425Q, 434, 453, 475D, 475F, 4750, 475Q <b>UNIT 5:</b> 483, 503E, 503F, 503M, 5030, 504I, 507, 513, 520, 529B, 529D, 529E, 529G-529H, 529M, 5290, 529Q, 530I, 533, 537B, 541A, 541H, 541M, 541R, 545, 555, 571, 577, 582, 591D, 591Q <b>UNIT 6:</b> 608, 621F, 634, 642, 645F, 687, 693, 705, 709D, 7090, 709Q</p> <p><b>CCSLH:</b> 8.3.A, 8.3.B, 8.3.C, 8.3.D</p>
<p><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.</p>	<p><b>UNIT 1:</b> 69, 77D, 81, 101D <b>UNIT 2:</b> 181, 189D, 1890, 189Q <b>UNIT 3:</b> 305, 313D <b>UNIT 4:</b> 367, 373, 383, 387D, 3870, 387Q <b>UNIT 5:</b> 571, 577, 591D, 591Q <b>UNIT 6:</b> 642, 705</p> <p><b>CCSLH:</b> 8.3.B</p>
<p><b>b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p><b>UNIT 5:</b> 507, 513, 529B, 529D, 529E, 529G-529H, 529M , 5290, 529Q, 530I, 533, 541D, 541E, 541G-541H, 5410, 541Q <b>UNIT 6:</b> 596R, 591C, 599, 610, 621B , 621D , 621E, 621F , 621G-621H, 621M, 6210, 621Q, 631E, 631G-631H, 631M , 649, 657D, 657E, 657G-657H, 657M , 6570, 657Q, 661, 669, 683D, 6830, 683Q</p> <p><b>CCSLH:</b> 8.3.C</p>
<p><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.</p>	<p><b>UNIT 1:</b> 19, 31, 39D, 39F, 390, 39Q, 123F <b>UNIT 2:</b> 134, 155, 162, 177D, 1770, 177Q, 189F, 193, 217D, 2170, 217Q, 221, 241Q <b>UNIT 3:</b> 277, 283, 301D, 3010, 301Q <b>UNIT 4:</b> 417, 425D, 4250, 425Q, 453, 475D, 475F, 4750, 475Q <b>UNIT 5:</b> 483, 503E, 503F, 503M, 5030, 504I, 507, 520, 529B, 529E, 529M, 529Q, 530I, 537B, 541A, 541H, 541M, 541R, 545, 582 <b>UNIT 6:</b> 621F, 645F, 687, 693, 709D, 7090, 709Q</p> <p><b>CCSLH:</b> 8.3.D</p>

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<p><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).</p>	<p><b>UNIT 1:</b> 72, 108 <b>UNIT 2:</b> 233 <b>UNIT 3:</b> 308, 324, 353 <b>UNIT 4:</b> 434 <b>UNIT 5:</b> 520, 555, 582 <b>UNIT 6:</b> 608, 634</p> <p><b>CCSLH:</b> 8.3.A, 8.3.C</p>
<p><b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>UNIT 1:</b> 113 <b>UNIT 2:</b> 134, 150, 151A <b>UNIT 3:</b> 352, 359D, 359F <b>UNIT 4:</b> 429, 449D, 449F, 449Q, 449Q</p> <p><b>UNIT 6:</b> 625, 645D, 645F, 645Q, 702</p> <p><b>CCSLH:</b> 8.3.E, 8.3.F</p>
<p><b>a</b> Interpret figures of speech (e.g., personification) in context.</p>	<p><b>UNIT 1:</b> 26, 28, 118, 120-121, 123Q, 123S <b>UNIT 2:</b> 139, 144, 238-239, 241Q, 241S <b>UNIT 4:</b> 429, 446, 526-527, 529Q, 529S <b>UNIT 6:</b> 583, 588-589, 591Q, 591S, 606, 638, 680-681, 683Q, 683S, 698, 702</p> <p><b>CCSLH:</b> 8.3.E</p>
<p><b>b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><b>UNIT 1:</b> 113 <b>UNIT 3:</b> 352, 359D, 359F <b>UNIT 4:</b> 429, 449D, 449F, 449Q, 449Q</p> <p><b>CCSLH:</b> 8.3.F</p>
<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>UNIT 2:</b> 134, 150, 151A <b>UNIT 6:</b> 625, 645D, 645F, 645Q</p> <p><b>CCSLH:</b> 8.3.F</p>
<p><b>6.</b> 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.</p>	<p><b>UNIT 1:</b> 19A–19B, 39U, 39V, 43A–43B, 65U, 65V, 69A–69B, 77U, 77V, 81A–81B, 101U, 101V, 105A–105B, 123U, 123V <b>UNIT 2:</b> 131A–131B, 151U, 151V, 155A–155B, 177U, 177V, 181A–181B, 189U, 189V, 193A–193B, 217U, 217V, 221A–221B, 241U, 241V <b>UNIT 3:</b> 249A–249B, 273U, 273V, 277A–277B, 301U, 301V, 305A–305B, 313U, 313V, 317A–317B, 335U, 335V, 339A–339B, 359U, 359V <b>UNIT 6:</b> 599A–599B, 621U, 621V, 625A–625B, 645U, 645V, 649A–649B, 657U, 657V, 661A–661N, 683U, 683V, 687A–687B, 709U, 709V</p> <p><b>CCSLH:</b> 8.3.G</p>

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). These Language Progressive Skills for Grades 3-5 are shown in a chart following the Language standards.

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<b>Language Progressive Skills</b>	
<i>Conventions of Standard English</i>	
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.	<b>UNIT 3:</b> 273B, 273J <b>UNIT 4:</b> 387I–387J, 475B, 475I–475J <b>CCSLH:</b> 8.1.C, 8.1.D
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>UNIT 1:</b> 39B, 39I–39J, 65I, 123B, 123I–123J <b>CCSLH:</b> 8.1.A
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., to/too/two; there/their).	<b>UNIT 4:</b> 425D, 425O, 425Q 453, 462, 475D, 475F, 475O, 475Q <b>UNIT 5:</b> 480R, 503B, 503E, 503F, 503G–503H, 503M, 567F <b>CCSLH:</b> 8.2.A
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.	<b>UNIT 3:</b> 301B, 301I–301J, 313I–313J <b>UNIT 4:</b> 387B <b>CCSLH:</b> 8.I.C
<b>L.5.2a.</b> Use punctuation to separate items in a series.	<b>UNIT 2:</b> 177J <b>CCSLH:</b> 8.1.J
<i>Knowledge of Language</i>	
<b>L.3.3a.</b> Choose words and phrases for effect.	<b>UNIT 1:</b> 65B, 127D <b>UNIT 3:</b> 363D <b>UNIT 5:</b> 479D, 503B, 567B, 595D <b>UNIT 6:</b> 682, 683A, 713D <b>CCSLH:</b> 8.2.A
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.	<b>UNIT 1:</b> 100, 101A <b>UNIT 5:</b> 591A <b>UNIT 6:</b> 645F, 687, 708, 709A <b>CCSLH:</b> 8.2.A
<b>L.4.3b.</b> Choose punctuation for effect.	<b>UNIT 1:</b> 39B, 39J, 65B, 95A, 123H <b>UNIT 3:</b> 301B, 363E <b>UNIT 4:</b> 425J <b>CCSLH:</b> 8.2.B

Above are the grades 3, 4, and 5 asterisked (\*) Language standards indicated by CCSS to be particularly likely to require continued attention in grade 6 as they are applied to increasingly sophisticated writing and speaking.

