



# Champion of IDEAS

Levels Red, Blue, Yellow

correlated to

## Common Core State Standards Initiative English Language Arts Grade 6



Champion Red Level  
(Beginning - Early Intermediate)



Champion Blue Level  
(Intermediate)



Champion Yellow Level  
(Early Advanced - Advanced)

**Champion of IDEAS**  
**Levels Red, Blue, Yellow**  
 correlated to  
**Common Core State Standards Initiative English Language Arts**  
**Grade 6**

Reading Standards for Literature Grade 6	Red Level	Blue Level	Yellow Level
<i>Key Ideas and Details</i>			
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: 32, 38, 90, 172, 237, 346, 416, 545	TE: 46, 85, 111	TE: 182, 194
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.	TE: 172, 237, 280, 346, 520, 546	Related Content: TE: 46, 85	TE: 180, 192
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.	TE: 312-313, 385-386	TE: 46, 84, 110	TE: 182, 192
<i>Craft and Structure</i>			
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.	TE: 29, 37, 87, 235, 345, 414, 544-545, 171	TE: 45, 83, 109	TE: 182, 194
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.	TE: 370, 237	Related Content: TE: 110	Related Content: TE: 110
6. Explain how an author develops the point of view of the narrator or speaker in a text.	TE: 280	Related Content: TE: 47, 85	TE: 110

Reading Standards for Literature Grade 6, cont.	Red Level	Blue Level	Yellow Level
<b>Integration of Knowledge and Ideas</b>			
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.	n/a	n/a	n/a
8. (Not applicable to literature)			
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.	n/a	TE: 84	n/a
<b>Range and Level of Text Complexity</b>			
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.	TE: 31, 38, 90, 172, 237, 346, 415, 545	TE: 46, 84-85, 111	TE: 182, 194
Reading Standards for Informational Text Grade 6	Red Level	Blue Level	Yellow Level
<b>Key Ideas and Details</b>			
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: 45, 60, 68, 72, 78, 106, 195, 227, 245, 310, 378, 402, 503, 510, 531	TE: 35, 58, 72, 96, 135, 150, 160, 186, 196, 203, 219, 229, 237, 249, 260	TE: 34, 47, 66, 77, 95, 105, 122, 131, 154, 166, 210, 220, 237, 247
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.	TE: 46, 73-74, 79, 127, 301, 337-338, 402-403, 434-435, 469, 478	TE: 124-125, 132-133, 167-168, 234-235, 266-267	TE: 65-66, 77, 95, 104, 122, 131, 150, 163, 207-208
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).	TE: 165, 195, 196-197, 207, 212, 229-230, 245, 301	TE: 47, 85, 123, 125	TE: 34, 46, 65, 94, 121, 131, 153, 165, 169, 210, 220, 236, 239, 240, 246
<b>Craft and Structure</b>			
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	TE: 44, 59, 66, 86, 193, 309, 376, 382, 401, 408, 433, 444, 502, 509, 529	TE: 33, 56, 95, 149, 159, 185, 195, 203, 218, 228, 236, 248, 259, 268, 280	TE: 33, 46, 64, 76, 94, 104, 121, 130, 152, 165, 209, 219, 236, 246
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.	TE: 197, 207, 212, 229-230	TE: 124-125	TE: 187-188
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	TE: 165, 195, 196-197, 207, 212, 229-230, 245, 301	TE: 47, 85, 123, 125	TE: 34, 46, 65, 94, 121, 131, 153, 165, 169, 210, 220, 236, 239, 240, 246

Reading Standards for Informational Text Grade 6, <i>cont.</i>	Red Level	Blue Level	Yellow Level
<b><i>Integration of Knowledge and Ideas</i></b>			
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.	n/a	n/a	n/a
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.	TE: 197-198, 207, 212, 229-230	TE: 124-125, 223	TE: 187-188
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).	n/a	n/a	n/a
<b><i>Range and Level of Text Complexity</i></b>			
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.	TE: 45, 60, 195, 227, 244, 310, 318, 325, 378, 402, 409, 433, 502, 509, 531	TE: 58, 72, 96, 135, 150, 160, 185, 196, 203, 219, 228, 236, 248, 259, 268	TE: 34, 47, 65, 77, 94, 104, 122, 131, 153, 165, 210, 220, 236, 246
Writing Standards Grade 6	Red Level	Blue Level	Yellow Level
<b><i>Text Types and Purposes</i></b>			
1. Write arguments to support claims with clear reasons and relevant evidence.			
a. Introduce claim(s) and organize the reasons and evidence clearly.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
d. Establish and maintain a formal style.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
e. Provide a concluding statement or section that follows from the argument presented.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188

Writing Standards Grade 6, <i>cont.</i>	Red Level	Blue Level	Yellow Level
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
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.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
e. Establish and maintain a formal style.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
f. Provide a concluding statement or section that follows from the information or explanation presented.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
e. Provide a conclusion that follows from the narrated experiences or events.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100

Writing Standards Grade 6, <i>cont.</i>	Red Level	Blue Level	Yellow Level
<b><i>Production and Distribution of Writing</i></b>			
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.)	TE: 150-151, 186, 266, 280-281, 326-327, 393-393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 70-171, 187-188, 197, 239, 249-250
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	TE: 128, 150-151, 230, 266, 280-281, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 115-116, 128-129, 155, 208-209, 239, 262-263, 270-271	TE: 70-72, 82, 188, 197, 239
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.	TE: 186, 266, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 61, 91, 155, 208-209, 239, 253	Related Content: TE: 70-72, 82, 188, 197, 239
<b><i>Research to Build Knowledge</i></b>			
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	TE: 51, 78, 114-115, 149, 185, 213, 217, 265-266, 325, 360, 410, 419, 491, 551	TE: 97, 115, 136-137, 170, 206-207, 238, 252, 253, 270, 283, 298	TE: 71, 82, 171, 197
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.	TE: 457-458, 490-492	TE: 115, 206-208	TE: 71, 82, 171, 197
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply <i>grade 6 Reading standards</i> 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”).	n/a	Related Content: TE: 84	n/a
b. Apply <i>grade 6 Reading standards</i> 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”).	TE: 52, 265-266	TE: 208-209	TE: 188
<b><i>Range of Writing</i></b>			
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.	TE: 150-151, 186, 266, 280-281, 326-327, 393-393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 70-171, 187-188, 197, 239, 249-250

Speaking and Listening Standards Grade 6	Red Level	Blue Level	Yellow Level
<i>Comprehension and Collaboration</i>			
1. 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.			
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.	TE: 77, 172-173, 298, 344, 357, 432-433, 457, 478, 485-486, 490, 492	TE: 32, 70, 183, 194, 207-208, 227, 258	TE: 31, 51-53, 72, 103, 110, 135, 170, 197, 250
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	TE: 46, 109, 480	Related Content: TE: 32, 70, 158, 183, 295	TE: 164, 197
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	TE: 28, 109, 113, 144, 215, 244-255, 253, 316-317, 351, 416, 431, 451, 458, 515-516	TE: 35, 46, 73, 85, 111, 123, 150, 160, 186, 196, 219, 229, 249, 260, 281	TE: 31, 51-52, 72, 76, 103, 110, 165, 170, 197, 250
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	TE: 74, 298, 344, 351, 357-358, 432, 458, 466-467, 490, 492	TE: 32, 70, 183, 194, 207-208	TE: 31, 51, 76, 103, 164, 170, 187, 197, 250
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.	TE: 316, 323, 334, 357, 368, 376, 390, 408, 419, 438, 442	TE: 32, 70, 158, 183, 198-199, 284-285, 295	TE: 34, 40, 46, 65, 75, 94, 122, 153, 158-159
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	TE: 165-166, 172-173, 195, 196-198, 207, 212, 229-230, 266	TE: 291-292	TE: 52, 135, 159, 164, 169, 187
<i>Presentation of Knowledge and Ideas</i>			
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.	TE: 45, 73, 107, 143, 186, 213, 247, 286, 361, 373, 422, 459, 472, 533, 546	TE: 51-52, 62, 78, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-284, 291	TE: 40, 46, 51-52, 126, 135, 158-159, 170
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	TE: 45, 73, 107, 143, 181, 186, 247, 213, 253, 286, 373, 379	TE: 62, 78, 91, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-289, 299	TE: 40, 158
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	TE: 166-167, 270, 340-341, 372-373, 433-434, 469	TE: 70, 158, 190, 258	TE: 31, 168-169

Language Standards Grade 8	Red Level	Blue Level	Yellow Level
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	TE: 228-229, 264-265, 271-272, 309-310, 377, 383	TE: 50, 59-60, 97, 113-114, 136	TE: 35-36, 49, 106- 107, 154-155, 167-168
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	n/a	n/a	TE: 125
c. Recognize and correct inappropriate shifts in pronoun number and person..	Related Content: TE: 228-229, 264-265, 271-272, 309-310, 377, 383	Related Content: TE: 50, 59-60, 97, 113-114, 136	Related Content: TE: 35-36, 49, 106- 107, 154-155, 167-168
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	Related Content: TE: 228-229, 264-265, 271-272, 309-310, 377, 383	Related Content: TE: 50, 59-60, 97, 113-114, 136	Related Content: TE: 35-36, 49, 106- 107, 154-155, 167-168
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.	TE: 166-167, 270, 340-341, 372-373, 433-434, 469	TE: 190	TE: 31, 168-169
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	See SE: Appendix C, p. 168	See SE: Appendix D, p. 159	See SE: Appendix D, pp. 161, 163
b. Spell correctly.	TE: 186, 213, 411, 477, 511, 540, 552	TE: 91, 99, 116, 129, 155, 164, 190, 209, 239, 253, 263, 271	Related Content: TE: 72, 82, 100, 126, 170, 188, 224, 241, 250
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Vary sentence patterns for meaning, reader/ listener interest, and style.*	TE: 150, 167, 186, 326-327, 392-393, 552	TE: 39-40, 61, 90-91, 99, 116, 128-129, 155, 164, 190, 209, 239, 253, 263, 271	TE: 70-72, 81-82, 100, 170, 188, 224, 241, 250
b. Maintain consistency in style and tone.*	Related Content: TE: 129, 150, 167, 186, 326-327, 392-393, 552	Related Content: TE: 39-40, 61, 90-91, 99, 116, 128-129, 155, 164, 190, 209, 239, 253, 263, 271	Related Content: TE: 70-72, 81-82, 100, 170, 188, 224, 241, 250



Language Standards Grade 6, cont.	Red Level	Blue Level	Yellow Level
<b>Vocabulary Acquisition and Use</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.			
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.	TE: 69, 210, 226, 244, 378, 382, 414-415, 444, 477, 545	TE: 38, 50, 88, 112, 153, 186, 197, 220, 249, 260, 281, 282, 289, 291	TE: 62, 78, 81, 91-92, 96, 105, 122-123, 157, 168, 195, 211, 238, 247
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> ).	TE: 210-211, 227, 403, 414-415, 444, 503, 514, 529, 544	TE: 38, 127, 222, 230, 282	TE: 48, 63, 93, 105-106, 124, 132, 158, 169, 187, 196, 213, 223, 239, 248
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.	TE: 29, 32, 61, 97, 123, 136, 205, 265, 299, 352, 382, 401, 484, 514, 539	TE: 33, 50, 112-113, 134, 153, 162, 186, 189, 197, 222, 229, 249, 260, 281, 289	TE: 32, 36, 46, 67, 94, 105, 124, 152, 187, 209, 221, 236, 245, 247, 249
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	TE: 37, 68, 164, 193, 228, 271, 335, 382, 408, 446, 477, 501-502, 514, 544	TE: 38-39, 50, 112-113, 151, 153, 162, 186, 189, 197, 220, 230, 289, 291	TE: 31, 33, 48, 77, 81, 103, 121, 125, 158, 185, 196, 211, 219, 236, 246
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g., personification) in context.	TE: 71, 234-235, 238, 308-309, 340-341, 348, 531, 545, 546	TE: 44-45, 52, 78, 82, 98, 108, 121-122, 184, 227, 247, 258, 270	TE: 47, 75-76, 95-96, 100, 110, 115, 153, 165-166, 185-187, 196, 247-248
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	TE: 210-211, 227, 403, 414-415, 444, 503, 514, 529, 544	TE: 31, 38, 50, 88, 127, 222, 230, 282	TE: 46, 97-98, 105-106, 123-125, 132, 158, 169, 187, 196, 213, 223, 239, 248-249
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> ).	TE: 134-135	TE: 31, 35, 38, 39-40, 50, 88	TE: 33, 37, 97, 105-106, 109
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.	Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 119, 189  Related Content: TE: 29, 43, 66, 110, 172, 202, 234, 279, 310, 382, 442, 470, 510, 531, 545	Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 26, 103  Related Content: TE: 70	Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 58, 146  Related Content: TE: 31, 51-53