

# COMMON CORE

State Standards

## DECONSTRUCTED for CLASSROOM IMPACT

**SIXTH** GRADE

**ENGLISH LANGUAGE ARTS**

LITERACY IN HISTORY/SOCIAL STUDIES,  
SCIENCE & TECHNICAL SUBJECTS



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## Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core State Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core State Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; Learning Progressions from The University of Arizona's Institute for Mathematics and Education, chaired by Dr. William McCallum; the Arizona Academic Content Standards; the North Carolina Instructional Support Tools; and numerous math practitioners currently in the classroom.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

## Understanding the Organization

**The Overview** includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, the Domain represents the area of literacy: reading literature (RL), reading foundation (RF), etc. Think of the Domain as a sort of header as the content will reflect standards-focused information within that Domain. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent strand.

What follows the **Domain** are the core anchor standards for an organizing area (i.e., Key Ideas and Details). Next is the **Critical Focus** or some of the specific learner outcomes related to this strand and the organizing area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this an overarching guiding concept.

**Academic Vocabulary** supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets of Know: Concepts/Skills, Think, and Do**, and **Key Strategies**.

**The Essential Question(s)** enable you to focus your instructional strategies and learning objectives as you plan. **The Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level of your students as they enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment**, with the accompanying **Instructional Targets of Know: Concepts/Skills, Think, and Do**, offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As your refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

## OVERVIEW

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research media skills, and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

### Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading Framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.<sup>1</sup> To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing Framework for the 2007 National Assessment of Educational Progress. Pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

### Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit, with increasing fullness and regularity, these capacities of the literate individual.

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

### **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best-suited to their communication goals.

### **They come to understand other perspectives and cultures.**

Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.







**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
LITERATURE  
(RL)**

**SIXTH** GRADE

**ENGLISH LANGUAGE ARTS**



## OVERVIEW

### College and Career Readiness Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of 6th grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### 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 drawn 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 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.

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## ANCHOR READING STANDARDS

### 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 drawn 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.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will read and analyze texts from a variety of literary genres. They develop the ability to closely examine the text's explicit content. They learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model for students how to refer to a text. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice. The teacher may also guide the students through the process of moving from analysis to synthesis. During this process, students carefully probe a segment of text in order to study and evaluate its multiple and varied meanings. The teacher and students work together to reconstruct and understand the text segment's new meaning. Students take the textual content to which they add their own prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars.

Students in the sixth grade learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. Sixth graders will observe and analyze how story characters and plot interact throughout a given text. Students will develop the ability to read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RL.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 drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
ESSENTIAL QUESTION(S)	How can I prove what I have learned from the text?		
LEARNING PROGRESSIONS	Grade: 5th	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	Grade: 6th	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	Grade: 7th	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize explicit textual evidence.  Recognize inferences made in text.	Analyze text to cite explicitly stated textual evidence.  Analyze text to infer.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

6.RL.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### ESSENTIAL QUESTION(S)

How can I use details from the text related to theme to determine the author's message?

### LEARNING PROGRESSIONS

Grade: 5th

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Grade: 6th

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.

Grade: 7th

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Define and understand theme or central ideas.  
Identify details supporting the main idea or theme.  
Summarize a text based on facts.

Analyze supporting details.  
Distinguish between textual facts and personal opinions or judgments.  
Formulate a summary based on facts from a text.

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, \*Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RL.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RL.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.		
ESSENTIAL QUESTION(S)	How do the actions of the characters in the text move the plot to a resolution?		
LEARNING PROGRESSIONS	Grade: 5th	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
	Grade: 6th	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.	
	Grade: 7th	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recall a series of episodes from a particular story or drama.  Identify character response or change.	Summarize how a plot unfolds in episodes.  Analyze how character(s) respond or change towards resolution.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, \*Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.



## ANCHOR READING STANDARDS

### 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.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students are expected to determine and interpret the meaning of unfamiliar words. In order to do this work, teachers may model how to interpret word meanings using contextual clues. Students should begin to understand the impact word choice has on the text as a whole. They learn to recognize and analyze the importance of choosing specific words to create meaning and tone.

Students in sixth grade are expected to determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships.

Students also observe how the individual components of the text add to the development of the theme, setting, and plot.

Students are able to understand how the author develops the point-of-view of the narrator or speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain scenes within a text and imagine how their content/style would change if the narrator's point-of-view shifted to an alternate point-of-view.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RL.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RL.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.		
ESSENTIAL QUESTION(S)	• How does the author’s use of specific types of figurative language and connotation affect the meaning of the text? • How does word choice impact the tone and mood of the text?		
LEARNING PROGRESSIONS	Grade: 5th	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	Grade: 6th	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.	
	Grade: 7th	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify figurative and connotative words and phrases.  Recognize meaning and tone in a text.	Interpret figurative and connotative meanings.  Analyze the impact of word choice on meaning and tone.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, \*Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

**ANCHOR  
READING  
STANDARD  
RL.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RL.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.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>• How does the text structure help me understand the text?</li><li>• Why does the structure of the text matter?</li><li>• How does text structure develop the story elements in the text?</li></ul>		
LEARNING PROGRESSIONS	Grade: 5th	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
	Grade: 6th	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.	
	Grade: 7th	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
DOK Range Target for Instruction & Assessment	<div><input type="checkbox"/> 1    <input checked="" type="checkbox"/> 2    <input checked="" type="checkbox"/> 3    <input type="checkbox"/> 4</div>		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define the various structures of literary text.  Recognize the theme, setting, or plot.	Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text.  Analyze how particular structure contributes to development of theme, setting, or plot.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kyleene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RL.6

Assess how point of view or purpose shapes the content and style of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.		
ESSENTIAL QUESTION(S)	How does the point of view influence how the story is told?		
LEARNING PROGRESSIONS	Grade: 5th	Describe how a narrator’s or speaker’s point of view influences how events are described.	
	Grade: 6th	Explain how an author develops the point of view of the narrator or speaker in a text.	
	Grade: 7th	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Explain point of view through a narrator or speaker.</p> <p>Explain how an author develops different points of view.</p> <p>Identify details used to develop point of view.</p> <p>Recognize author’s strategies to develop point of view.</p>	<p>Compare/contrast point of view of the narrator to characters.</p> <p>Analyze how the author develops these different points of view.</p>	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

## ANCHOR READING STANDARDS

### 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.\***

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

- 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 similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will compare and contrast texts across various genres on the same theme or topic. Teachers may engage the students by teaching a thematic unit. Teachers may integrate a variety of audio and/or visual materials based upon the text so as to appeal to students' senses. For example, in a particular unit, students may read sections of a novel on the topic supplemented with non-fiction articles. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues of the same subject comparing what they see and hear to what they listen to and watch.

Sixth grade students should be able to compare and contrast texts of different genres that share similar themes. Students need to read each text closely and analyze how each author conveys the same message through different avenues with the support of a Venn Diagram or other graphic organizer.

Students may also choose to investigate the authors' dissimilar backgrounds that inspire such works (themes) and compare/contrast how authors infuse their philosophy and persona into their work.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RL.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 6.RL.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.

### ESSENTIAL QUESTION(S)

How does reading a text differ from seeing or hearing to a version of the text?

### LEARNING PROGRESSIONS

#### Grade: 5th

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### Grade: 6th

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

#### Grade: 7th

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Recognize the differences of multiple text formats - text, audio, visual, live performance.  
  
Define compare and contrast.

Evaluate the value of multiple text formats - text, audio, visual, live performance.  
  
Compare and contrast what is seen/heard in a text when visually/ auditorily presented to what is experienced when read.

Determine the similarities and differences of the experience of reading a story, drama, or poem to that of listening or viewing the audio, video, or live version of the text.

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.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.

### 6.RL.8

(Not applicable to literature.)

LITERATURE

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RL.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RL.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.		
ESSENTIAL QUESTION(S)	How do different stories of different genres approach similar themes and topics?		
LEARNING PROGRESSIONS	Grade: 5th	Compare and contrast stories in the same genres (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
	Grade: 6th	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) on their approaches to similar themes and topics.	
	Grade: 7th	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the characteristics of different genres.  Identify the theme in two or more genres.  Identify the topic in two or more genres.	Analyze how stories of different genre approach a similar theme and topic.  Compare and contrast how stories of the same genre approach a similar theme and topic.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.



## ANCHOR READING STANDARDS

### Range of Reading and Level of Text Complexity

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

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.

Standard 10 defines a grade-by-grade, staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.

Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RL.10

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 6.RL.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.

### ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of literary texts?

### LEARNING PROGRESSIONS

#### Grade: 5th

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

#### Grade: 6th

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.

#### Grade: 7th

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.

### DOK Range Target for Instruction & Assessment

☒ 1   ☒ 2   ☐ 3   ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify/understand key ideas and details.  
Identify/understand craft and structure.  
Identify/understand integration of knowledge.

Comprehend key ideas and details.  
Comprehend craft and structure.  
Comprehend integration of knowledge.

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

## Standard 10: Range, Quality, and Complexity of Student Reading 6–12

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience



**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
INFORMATIONAL TEXT  
(RI)**

**SIXTH** GRADE

**ENGLISH LANGUAGE ARTS**

## ANCHOR READING STANDARDS

### 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 drawn 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.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will read and analyze informational texts. They develop the ability to closely examine the text's content.

They also learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model how to refer back to a text for support. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice.

The teacher may also guide students through the process of moving from analysis to synthesis.

During this process, students carefully examine a segment of text.

Students take the text's content and add prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.

One way students can learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support from the text for their comments during a class discussion.

Students in the sixth grade will learn how to summarize texts by evaluating key details. They develop the ability to determine the supporting details from the extraneous details. Teachers may guide students (as they use organizers and other tools) and lead them to analyze how individual events or ideas are introduced and elaborated upon in a text. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.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 drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
ESSENTIAL QUESTION(S)	How can I prove what I have learned from the text? How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?		
LEARNING PROGRESSIONS	Grade: 5th	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	Grade: 6th	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	Grade: 7th	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify textual evidence supporting analysis.  Recognize textual evidence that supports inferences of text.	Summarize and cite the evidence that supports explicit analysis and inferences.  Determine the evidence that supports explicit analysis.	

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RI.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.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.		
ESSENTIAL QUESTION(S)	How can I summarize the main idea of the text based on details provided by the author?		
LEARNING PROGRESSIONS	Grade: 5th	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
	Grade: 6th	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.	
	Grade: 7th	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define and understand influence of personal opinion and judgement when reading.  Define the central idea and particular details.  Recall central idea devoid of personal opinion and judgment.	Summarize details supporting the central idea in a non-biased summary.  Analyze text to determine central idea and supporting details.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.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).		
ESSENTIAL QUESTION(S)	How can the details elaborated in the text increase my understanding of what I read?		
LEARNING PROGRESSIONS	Grade: 5th	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
	Grade: 6th	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
	Grade: 7th	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key individuals, events, and ideas.  Define anecdote.	Analyze how key individuals, events, and ideas are introduced, illustrated, and elaborated.  Analyze evidence in text.	

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

## ANCHOR READING STANDARDS

### 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.

## CRITICAL FOCUS

### LEARNER OUTCOMES

As students read informational texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. In order to do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Mini-lessons on figurative language may assist sixth graders as they apply this skill during independent reading.

Students in sixth grade are expected to determine how individual elements of informational texts (sentence, chapter, section, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may also use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. As students hone this skill, they see with greater clarity how individual elements of a text contribute to its main concept and development of ideas.

Students are able to understand how the author develops the point-of-view of the speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain portions within a text and imagine how their content/ style would change if the author's point-of-view shifted to an alternate purpose/point-of-view.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>• How can I learn the meaning of words and phrases in the text?</li><li>• How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</li></ul>		
LEARNING PROGRESSIONS	Grade: 5th	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
	Grade: 6th	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
	Grade: 7th	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify figurative, connotative, and technical words and phrases.	Determine the meaning of figurative, connotative, and technical words and phrases.	

INFORMATIONAL TEXT

## KEY STRATEGIES

- Linguistic and non-linguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary notebooks
- Text-based questions
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

These recursive strategies are the basic reading strategies that students must know and use to become successful readers. Some of the strategies are not explicitly stated in the Common Core State Standards for ELA.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RI.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.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.		
ESSENTIAL QUESTION(S)	How do the parts of the text contribute to the overall development of the ideas?		
LEARNING PROGRESSIONS	Grade: 5th	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
	Grade: 6th	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.	
	Grade: 7th	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize text structure through chronology, comparison, cause/effect, and problem/solution.	Analyze how particular sentences, paragraphs, chapters, or sections fit textual structure.  Analyze how particular sentences, paragraphs, chapters, or sections contribute to idea development.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.		
ESSENTIAL QUESTION(S)	How does the point of view influence how the event is told?		
LEARNING PROGRESSIONS	Grade: 5th	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
	Grade: 6th	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	
	Grade: 7th	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify details or examples developing the point of view or purpose.  Determine author’s point of view or purpose.	Explain how the author conveys his/her point of view.	

INFORMATIONAL TEXT

### KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

## ANCHOR READING STANDARDS

### Key Ideas and Details

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\***

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

- 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 similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will compare and contrast texts across various genres on the same theme or topic. For example, students may read several news articles on a particular issue and also watch a documentary on the same issue to gain a well-rounded perspective of what the issue entails. Students gather information from all media to assess and better understand how each is presented. To do this work, students may practice highlighting information from articles and note-taking from live media to gain insight into the overall scope of an issue.

Students are expected to evaluate data, arguments, and claims in a text in order to distinguish those supported by evidence from those which are not. Students also evaluate if there is enough evidence to support a particular claim within an informational text.

Students at this level compare and contrast two author's presentations of similar events. For example, students may read a person's memoir in conjunction with the same person's biography. In this way, students are able to view the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed. By doing this, students are able to make text-to-text connections across different authors' perspectives and explore these implications.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.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.		
ESSENTIAL QUESTION(S)	How do visuals, such as charts and graphs, help me understand a topic better?		
LEARNING PROGRESSIONS	Grade: 5th	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
	Grade: 6th	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.	
	Grade: 7th	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Access information from different media, formats, or texts.  Identify topic and issue.	Integrate information from various media, formats, or texts.  Demonstrate understanding using information from various media/formats.	

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD RI.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.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.		
ESSENTIAL QUESTION(S)	How does the author use claims to make a good argument?		
LEARNING PROGRESSIONS	Grade: 5th	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
	Grade: 6th	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.	
	Grade: 7th	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify arguments and claims of a text. Identify reasons and evidence. Define argument and claim.	Summarize the argument and specific claims. Evaluate the argument and claims for support. Distinguish between supported and unsupported claims. Trace the argument and specific claims.	

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kyleene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.



# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.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).		
ESSENTIAL QUESTION(S)	How can two different authors present information on the same topic?		
LEARNING PROGRESSIONS	Grade: 5th	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	Grade: 6th	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).	
	Grade: 7th	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify events common in two or more texts.	Identify author’s presentation of events.  Compare/contrast the events depicted by different authors.	

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with "signposts" for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

## ANCHOR READING STANDARDS

### Range of Reading and Level of Text Complexity

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

## CRITICAL FOCUS

### LEARNER OUTCOMES

Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.10

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

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.RI.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.		
ESSENTIAL QUESTION(S)	What strategies am I using to become an independent and proficient reader of informational texts?		
LEARNING PROGRESSIONS	Grade: 5th	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
	Grade: 6th	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.	
	Grade: 7th	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	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas, details, craft, structure, and integration of knowledge.	Comprehend key ideas, details, craft, structure, and integration of knowledge.	

INFORMATIONAL TEXT

### KEY STRATEGIES

- Fiction-nonfiction pairs
- Text-based questions
- Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)\*
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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### Standard 10: Range, Quality, and Complexity of Student Reading 6–12

#### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

#### Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience





**LITERACY DOMAIN: WRITING**

**WRITING  
ANCHOR  
STANDARDS  
(W)**

**SIXTH** GRADE

**ENGLISH LANGUAGE ARTS**



## OVERVIEW

### College and Career Readiness Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of 6th grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### 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 technique, 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 the information while avoiding plagiarism.
9. Draw evidence from literary 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.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



## ANCHOR READING STANDARDS

### 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 technique, well-chosen details, and well-structured event sequences.

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will understand how to write arguments that accurately support a given claim with relevant evidence and valid reasoning. To do this work, teachers may instruct students to work with a partner, in a small group or within a whole-class setting in order to create a springboard from which students can “bounce ideas” off one another, discuss/debate, and gain further insight into a particular issue from a text or issue surrounding the text.

At this level, students are learning to examine information in order to be able to construct logical arguments using an authoritative, formal “voice”. In order to develop this skill, students can practice writing small, well-supported compositions in which each asserted claim is backed by a sound piece of evidence. Students may benefit from the use of a graphic organizer in which they can shape their thesis followed by their particular claims and corresponding evidence before proceeding to the paper’s full development. Students begin their paper with an introduction and end the paper with a concluding statement. Students develop the technique of weaving a piece of their own creation together that adheres to basic narrative structure. Students present a conflict, build the rising action, create a climax, describe the falling action, and wrap up the story in the resolution. Students will understand the necessity of momentum in a story -- how a story must move from scene to scene with the aid of transitions. Teachers may reinforce how these actions hold the readers’ attention and clarify the plot

Students may learn how to create a narrator, a protagonist/antagonist, and how to develop peripheral secondary characters using descriptions of both physical and character traits.

WRITING

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

cause and effect, coherent, compare and contrast, controlling idea, develop, discussion, draft, edit, feedback, genre, grammar, interview, personal interests, process, publish, purpose, revise, sequence of events, simple sentence, spelling, strategy, style, thesis, alliteration, dialogue, element, figurative language, focus, graphic, imaginative story, metaphor, onomatopoeia, poem, point of view, sensory details, setting, similes, story, write, action, communicate, consequence, personal narrative, closing/closure, concluding paragraph, conventions, convey, demonstrate understanding, details, essay, expository, fact, formal, guide, inform, information, introduction, key idea, letter, multimedia, paragraph, present, presentation, response, sentence structure, topic, transition, alternative/alternate, audience, consider, establish, persuasive, position, active voice, adjective, adverb, comparative adjective, compound sentence, conjunctive adverb, context, function, indefinite pronoun, irregular verb, parts of speech, passive voice, phrase, predicate, preposition, prepositional phrase, subject-verb agreement, subordinating conjunction, superlative adjective, time, verb, abbreviation, acronym, brackets, capitalization, comma, composition, ellipses, initials, italics, legible, mechanics, organization, parentheses, punctuation, punctuation mark, quotation, title, spelling pattern, word processing

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR WRITING STANDARD W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**6.W.1**

Write arguments to support claims with clear reasons and relevant evidence.

### ESSENTIAL QUESTION(S)

- How can I use relevant reasons to write an argument to support a claim?
- How can I use credible information to support my claims in an argument?

### LEARNING PROGRESSIONS

**Grade: 5th**

Cite specific textual evidence to support analysis of science and technical texts.  
Write arguments focused on discipline-specific content.

**Grade: 6th**

Write arguments to support claims with clear reasons and relevant evidence.

**Grade: 7th**

Cite specific textual evidence to support analysis of science and technical texts.  
Write arguments focused on discipline-specific content.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☐ 2    ☒ 3    ☒ 4

### SUBSTANDARD DECONSTRUCTION

6.W.1a Introduce claim(s) and organize the reasons and evidence clearly.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Organize reasons and evidence  
with support.

### SUBSTANDARD DECONSTRUCTION

6.W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Identify credible sources.  
Recognize claims, relevance, and  
evidence.

Evaluate credibility of sources used.  
Evaluate relevance of the evidence.  
Demonstrate topical  
understanding.  
Clarify relationships among claims  
and reasons.

Write an argument including  
organization of reasons and  
evidence with credible sources.

### SUBSTANDARD DECONSTRUCTION

6.W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize words, phrases, and  
clauses showing relationships  
among claims.

# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION		6.W.1d Establish and maintain a formal style.		
Learning Expectations:	Know: Concepts/Skills	Think	Do	
Students should be able to:	Identify and define formal style.	Establish and maintain a formal style.	Write an argument that establishes and maintains a formal style.	

  

SUBSTANDARD DECONSTRUCTION		6.W.1e Provide a concluding statement or section that follows from and supports the argument presented.		
Learning Expectations:	Know: Concepts/Skills	Think	Do	
Students should be able to:	Explain the argument presented.	Plan a concluding statement following the argument.	Write an argument including an introduction and concluding statement.	

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR WRITING STANDARD W.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 6.W.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### ESSENTIAL QUESTION(S)

- How can I use information to express an idea?
- How can I use domain-specific vocabulary to express ideas accurately?

### LEARNING PROGRESSIONS

#### Grade: 5th

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### Grade: 6th

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### Grade: 7th

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### SUBSTANDARD DECONSTRUCTION

6.W.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Plan a concluding statement following the argument.

Write with text selection, organization, and analysis in mind.  
  
Introduce, organize, and develop a topic with relevant facts, definitions, concrete details, quotations, examples, and other information.  
  
Use formatting, graphics, and multimedia to aid comprehension.

### SUBSTANDARD DECONSTRUCTION

6.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify relevant facts, definitions, concrete details, quotations, and examples

### SUBSTANDARD DECONSTRUCTION

6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify transitions that clarify idea and concept relationships.

Select transitions that clarify relationships.

Use transitions to clarify the relationships between ideas and concepts.

# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION		6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.		
Learning Expectations:	Know: Concepts/Skills	Think	Do	
Students should be able to:	Identify precise language and domain-specific vocabulary.	Determine when to use precise language and domain-specific vocabulary to inform or explain.	Use precise language and domain-specific vocabulary to inform or explain.	

  

SUBSTANDARD DECONSTRUCTION		6.W.2e Establish and maintain a formal style.		
Learning Expectations:	Know: Concepts/Skills	Think	Do	
Students should be able to:	Identify formal styles of writing.	Establish and maintain a formal style.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, maintaining a formal style.	

  

SUBSTANDARD DECONSTRUCTION		6.W.2f Provide a concluding statement or section that follows from the information or explanation presented..		
Learning Expectations:	Know: Concepts/Skills	Think	Do	
Students should be able to:		Establish and maintain a formal style.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, maintaining a formal style.	

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR WRITING STANDARD W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 6.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### ESSENTIAL QUESTION(S)

- How can I use appropriate details and organization to express a real or imagined event?
- How can I use appropriate techniques to express the event more effectively?

### LEARNING PROGRESSIONS

#### Grade: 5th

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### Grade: 6th

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### Grade: 7th

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### SUBSTANDARD DECONSTRUCTION

6.W.3a 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.

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify the characteristics of a narrative.  
Identify ways authors engage reader.

Analyze effective organizational patterns and conclusions.

Write a narrative using techniques to engage the reader and establish context.  
Write a narrative that engages and establishes a context.  
Write a narrative that uses dialogue and description to develop experiences, events, and characters.

### SUBSTANDARD DECONSTRUCTION

6.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Analyze narrative techniques of dialogue, pacing, and description.  
Compare/contrast relevant and irrelevant details in developing experiences, events, and character.

Write a narrative using precise words, details, and language to develop experiences and events.

# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
6.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify how writers use transitional words to signal change.	Write a narrative that uses transitions to convey sequence and signal shift.	

  

SUBSTANDARD DECONSTRUCTION			
6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Write a narrative that uses precise, descriptive sensory language.

  

SUBSTANDARD DECONSTRUCTION			
6.W.3e Provide a conclusion that follows from the narrated experiences or events.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Write a narrative that provides a conclusion.

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.



## ANCHOR WRITING STANDARDS

### 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.**
5. **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students will produce writing that is clear and coherent in its development, organization, and style. Students must develop the ability to adhere to the specific task, purpose, and audience in their writing, whether the paper is informational, explanatory, or narrative. Sixth grade students share their work with each other in order to give and receive feedback during the writing process. Students move from planning to drafting, revising, editing, and rewriting when necessary. The use of peer editing partners/groups enables students to obtain feedback from classmates in order to strengthen their writing skills. Teachers may provide students with a checklist to use when reviewing their peers papers. Students can use tools including blogs and wikis, to develop their writing and communicate with students in their classes. Teachers may guide students toward internet tools already available to them, which allow students to upload documents and participate in collaborative work groups.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

cause and effect, coherent, compare and contrast, controlling idea, develop, discussion, draft, edit, feedback, genre, grammar, interview, personal interests, process, publish, purpose, revise, sequence of events, simple sentence, spelling, strategy, style, thesis, alliteration, dialogue, element, figurative language, focus, graphic, imaginative story, metaphor, onomatopoeia, poem, point of view, sensory details, setting, similes, story, write, action, communicate, consequence, personal narrative, closing/closure, concluding paragraph, conventions, convey, demonstrate understanding, details, essay, expository, fact, formal, guide, inform, information, introduction, key idea, letter, multimedia, paragraph, present, presentation, response, sentence structure, topic, transition, alternative/alternate, audience, consider, establish, persuasive, position, active voice, adjective, adverb, comparative adjective, compound sentence, conjunctive adverb, context, function, indefinite pronoun, irregular verb, parts of speech, passive voice, phrase, predicate, preposition, prepositional phrase, subject-verb agreement, subordinating conjunction, superlative adjective, time, verb, abbreviation, acronym, brackets, capitalization, comma, composition, ellipses, initials, italics, legible, mechanics, organization, parentheses, punctuation, punctuation mark, quotation, title, spelling pattern, word processing



# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)		
ESSENTIAL QUESTION(S)	Why do I write?		
LEARNING PROGRESSIONS	Grade: 5th	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
	Grade: 6th	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Grade: 7th	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Analyze the reason for writing to decide on task, purpose, or audience.  Determine suitable idea development, organization, and style strategies.	Produce clear and coherent writing with idea development, organization, and style.

WRITING

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)		
ESSENTIAL QUESTION(S)	How does the writing process make me a better writer?		
LEARNING PROGRESSIONS	Grade: 5th	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	Grade: 6th	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.	
	Grade: 7th	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, focusing on how well purpose and audience have been addressed.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>With some guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach.</p> <p>With some guidance and support from peers and adults, know how to edit for conventions.</p>	<p>With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.</p>	

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

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# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.W.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		
ESSENTIAL QUESTION(S)	How can technology be used as a tool to write, publish, and/or collaborate?		
LEARNING PROGRESSIONS	Grade: 5th	With some guidance and support from adults, 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 two pages in a single sitting.	
	Grade: 6th	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.	
	Grade: 7th	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know how to download, save, upload, and attach documents.  Select tools for communicating and collaborating.	Evaluate technology tools for collaborating, producing, and publishing writing.	Use technology to collaborate, produce, and publish writing.  Use keyboarding skills to type at least three pages in a single sitting.

WRITING

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.

## ANCHOR WRITING STANDARDS

### 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 the information while avoiding plagiarism.**
9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will conduct short research projects. To ensure deep understanding of the writing prompt, teachers may first assign students to break down and re-state the prompt in their own words. Students may then brainstorm and compile a list of sources they could use for their project. The teacher should reinforce the idea that a list of sources may change as students' research progresses. This allows students to refocus the intent of the research when appropriate.

Students learn to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task.

In conjunction with the reading standards for literature and informational texts, students draw evidence from what they read to support their research.

They also learn how to best integrate the information without plagiarizing. Students practice citing sources and weaving in the information into their own work. Students will also include a works cited page detailing all sources used in proper format.

Students in sixth grade are able to draw from texts, either literary or informational, to support research, analysis, and reflection. Students are able to compare and contrast literary works that span genres with flexibility and ease and translate their ideas into specified written pieces --reflective, analytical or both. By the same token, students must be able to evaluate the validity of the key details that support claims within informational pieces.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

cause and effect, coherent, compare and contrast, controlling idea, develop, discussion, draft, edit, feedback, genre, grammar, interview, personal interests, process, publish, purpose, revise, sequence of events, simple sentence, spelling, strategy, style, thesis, alliteration, dialogue, element, figurative language, focus, graphic, imaginative story, metaphor, onomatopoeia, poem, point of view, sensory details, setting, similes, story, write, action, communicate, consequence, personal narrative, closing/closure, concluding paragraph, conventions, convey, demonstrate understanding, details, essay, expository, fact, formal, guide, inform, information, introduction, key idea, letter, multimedia, paragraph, present, presentation, response, sentence structure, topic, transition, alternative/alternate, audience, consider, establish, persuasive, position, active voice, adjective, adverb, comparative adjective, compound sentence, conjunctive adverb, context, function, indefinite pronoun, irregular verb, parts of speech, passive voice, phrase, predicate, preposition, prepositional phrase, subject-verb agreement, subordinating conjunction, superlative adjective, time, verb, abbreviation, acronym, brackets, capitalization, comma, composition, ellipses, initials, italics, legible, mechanics, organization, parentheses, punctuation, punctuation mark, quotation, title, spelling pattern, word processing

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
ESSENTIAL QUESTION(S)	How can I learn more about a topic by completing a research project?		
LEARNING PROGRESSIONS	Grade: 5th	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
	Grade: 6th	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
	Grade: 7th	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Select appropriate research and inquiry methods.  Select multiple resources to conduct short research projects.	Evaluate sources to answer a research question.  Narrow/refocus the inquiry by selecting information from multiple sources.	Conduct a short research project to answer a question.

WRITING

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR WRITING STANDARD W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>• How can I recall and organize information accurately?</li><li>• How can I collect and organize information accurately?</li><li>• Why is it important for me to know how to summarize and paraphrase others’ work?</li><li>• How can I quote a source without plagiarizing?</li></ul>		
LEARNING PROGRESSIONS	Grade: 5th	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
	Grade: 6th	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.	
	Grade: 7th	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize a credible source. Define plagiarism. Quote information from a source. Identify basic bibliographic information.	Summarize information from print and digital sources. Assess the credibility of each source.	Paraphrase and credit sources to avoid plagiarism. Provide basic bibliographic information.

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.



# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ESSENTIAL QUESTION(S)**  
How can I use evidence to support my purpose?

**LEARNING PROGRESSIONS**

<b>Grade: 5th</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Grade: 6th</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Grade: 7th</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOK Range Target for Instruction & Assessment**

☐ 1    ☒ 2    ☒ 3    ☒ 4

**SUBSTANDARD DECONSTRUCTION**  
6.W.9a 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”).

Learning Expectations:	Know: Concepts/Skills	Think	Do
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<b>Students should be able to:</b>	<p>Identify key ideas and details to support conclusions in literature.</p> <p>Cite textual evidence to analyze explicit text in literature read.</p>	<p>Draw evidence as support for research from the literature text.</p> <p>Analyze key ideas and details in literature as evidence of understanding text.</p> <p>Reflect on key ideas and details as evidence of understanding literature text.</p>	
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**SUBSTANDARD DECONSTRUCTION**  
6.W.9b 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”).

Learning Expectations:	Know: Concepts/Skills	Think	Do
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<b>Students should be able to:</b>	<p>Identify claims, in nonfiction, that are supported by reasons and evidence and those that are not.</p> <p>Cite textual evidence to evaluate the argument and specific claims.</p>	<p>Draw evidence as support for research from the nonfiction text.</p> <p>Analyze the reasons and evidence supporting the claims.</p> <p>Reflect on the arguments/claims to determine if they are supported or not.</p>	
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## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.



# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARDS

### 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.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in the sixth grade engage in numerous writing pieces throughout the year. Students write with a broad range of tasks, purposes, and audiences in mind. In addition, students should produce writing over both extended and shorter time frames.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

cause and effect, coherent, compare and contrast, controlling idea, develop, discussion, draft, edit, feedback, genre, grammar, interview, personal interests, process, publish, purpose, revise, sequence of events, simple sentence, spelling, strategy, style, thesis, alliteration, dialogue, element, figurative language, focus, graphic, imaginative story, metaphor, onomatopoeia, poem, point of view, sensory details, setting, similes, story, write, action, communicate, consequence, personal narrative, closing/closure, concluding paragraph, conventions, convey, demonstrate understanding, details, essay, expository, fact, formal, guide, inform, information, introduction, key idea, letter, multimedia, paragraph, present, presentation, response, sentence structure, topic, transition, alternative/alternate, audience, consider, establish, persuasive, position, active voice, adjective, adverb, comparative adjective, compound sentence, conjunctive adverb, context, function, indefinite pronoun, irregular verb, parts of speech, passive voice, phrase, predicate, preposition, prepositional phrase, subject-verb agreement, subordinating conjunction, superlative adjective, time, verb, abbreviation, acronym, brackets, capitalization, comma, composition, ellipses, initials, italics, legible, mechanics, organization, parentheses, punctuation, punctuation mark, quotation, title, spelling pattern, word processing

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR READING STANDARD W.10

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>• Why is it important to write regularly?</li><li>• Why is it important to adopt the routine of research, reflection, and revision?</li><li>• Why is it important to write for different reasons and different audiences?</li></ul>		
LEARNING PROGRESSIONS	Grade: 5th	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.	
	Grade: 6th	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.	
	Grade: 7th	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.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify task, purpose, and audience for various types of writing.  Identify and understand the various organizational structures.	Determine when to write for short or extended time frames.  Determine appropriate organizational structure for various writing.	Write for various tasks, purposes, and audiences for short or extended time frames.  Write for a range of discipline-specific tasks, purposes, and audiences.

## KEY STRATEGIES

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.





# LITERACY DOMAIN: SPEAKING AND LISTENING

## SPEAKING AND LISTENING ANCHOR STANDARDS (SL)

**SIXTH** GRADE

ENGLISH LANGUAGE ARTS

## OVERVIEW

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

The standards on the following pages define what students should understand and be able to do by the end of 6th grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### 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.

## ANCHOR SPEAKING AND LISTENING STANDARDS

### 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.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively. At this level, students need to be able to actively listen to and demonstrate respect for each others' viewpoints.

Students effectively explain how their observations and readings (visual and audio) contribute to a topic, theme, or issue under study.

Students are able to interpret and evaluate information presented in diverse media and formats. They learn how to perceive and explain how each medium shapes or influences the audience's perception and understanding of the information presented.

Sixth grade students will also observe how various mediums appeal to one or more senses with varying levels of intensity. In order to do this work, students could be presented with a speech and be asked to compare reading the speech to watching a video of the speech. Students may wonder: Which version did I prefer overall? Did I connect more to the information by listening or by reading? How did it affect my understanding to hear the speech? The responses to such questions may then be discussed and debated within a group or whole-class setting.

This standard requires sixth grade students to evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details that do not directly link to the topic.

### BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

cause and effect, coherent, compare and contrast, controlling idea, develop, discussion, draft, edit, feedback, genre, grammar, interview, personal interests, process, publish, purpose, revise, sequence of events, simple sentence, spelling, strategy, style, thesis, alliteration, dialogue, element, figurative language, focus, graphic, imaginative story, metaphor, onomatopoeia, poem, point of view, sensory details, setting, similes, story, write, action, communicate, consequence, personal narrative, closing/closure, concluding paragraph, conventions, convey, demonstrate understanding, details, essay, expository, fact, formal, guide, inform, information, introduction, key idea, letter, multimedia, paragraph, present, presentation, response, sentence structure, topic, transition, alternative/alternate, audience, consider, establish, persuasive, position, active voice, adjective, adverb, comparative adjective, compound sentence, conjunctive adverb, context, function, indefinite pronoun, irregular verb, parts of speech, passive voice, phrase, predicate, preposition, prepositional phrase, subject-verb agreement, subordinating conjunction, superlative adjective, time, verb, abbreviation, acronym, brackets, capitalization, comma, composition, ellipses, initials, italics, legible, mechanics, organization, parentheses, punctuation, punctuation mark, quotation, title, spelling pattern, word processing

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR SPEAKING AND LISTENING STANDARD SL.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**6.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### ESSENTIAL QUESTION(S)

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?

### LEARNING PROGRESSIONS

**Grade: 5th**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

**Grade: 6th**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**Grade: 7th**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☐ 4

### SUBSTANDARD DECONSTRUCTION

6.5L.1a 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.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Justify ideas and responses shared with evidence.

Formulate comments, questions, and responses based on evidence.

### SUBSTANDARD DECONSTRUCTION

6.5L.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Identify components of a collegial discussion and planning.

Define individual roles for particular discussions.  
Collaborate to set goals and deadlines.

Follow agreed-upon rules during discussion.  
Carry out assigned roles during discussion.



# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
6.5L.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Reflect on discussion topics using evidence.	Engage in a variety of discussions by listening and sharing acquired and prior knowledge.  Pose and respond to specific questions to clarify understanding.  Connect comments to others' remarks.  Express ideas clearly.

  

SUBSTANDARD DECONSTRUCTION			
6.5L.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas from reading material.  Recognize multiple perspectives and opposing viewpoints.	Paraphrase and reflect on multiple perspectives posed in discussions.	

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

These recursive strategies are foundational skills that students should know but may not require an explicit lesson plan. Often these skills do not appear explicitly in the Common Core State Standards for ELA.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR SPEAKING AND LISTENING STANDARD SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
ESSENTIAL QUESTION(S)	How do I determine what is important in diverse media formats to understand a topic?		
LEARNING PROGRESSIONS	Grade: 5th	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
	Grade: 6th	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.	
	Grade: 7th	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify details and information that contribute to the topic, text, and issues studied.	Visually, quantitatively, and orally interpret information presented in various media and formats.  Explain how information contributes to a topic, text, or to an issue.	

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

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# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING AND LISTENING STANDARD SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.SL.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
ESSENTIAL QUESTION(S)	How do I determine which claims are valid when listening to a speaker?		
LEARNING PROGRESSIONS	Grade: 5th	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
	Grade: 6th	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
	Grade: 7th	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define and identify arguments, claims, reasons, and evidence.	Distinguish between supported and unsupported claims.  Delineate a speaker’s argument and specific claims.	

### KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

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## ANCHOR SPEAKING AND LISTENING STANDARDS

### 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.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

During speaking tasks and activities, sixth grade students will utilize skills that are common to the language production domain of writing. While communicating orally, whether in whole class discussions, with partners or with a small group, students organize their ideas in a logical, sequential order.

Students may benefit from a graphic organizer and rubric during the planning stages of a presentation in order to make sure that all expected elements are incorporated. Some elements students should include are using appropriate eye contact, volume, and clear pronunciation.

Students should be expected to incorporate multimedia components such as graphics and images in their presentations in order to add clarity to their content. For example, students may incorporate posters outlining charts/graphs to clarify information and captivate their audience. Students may incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience. Students may also incorporate technology to enhance their presentation.

Students must be able to determine language that is appropriate and effective for addressing a variety of audiences and purposes. Students need assignments that allow them to manipulate their speech based upon context.

### BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING AND LISTENING STANDARD SL.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.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
ESSENTIAL QUESTION(S)	How does the way I organize my presentation affect how my audience hears and understands the message?		
LEARNING PROGRESSIONS	Grade: 5th	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
	Grade: 6th	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.	
	Grade: 7th	Present claims and findings, emphasizing salient point in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify findings, claims, descriptions, facts, and details.  Recognize appropriate eye contact, volume, and pronunciation.	Determine logical sequence and pertinent descriptions.  Determine facts and details that accentuate ideas or themes.	Orally present claims and findings, sequencing ideas logically.  Orally present claims and findings using pertinent descriptions, facts, and details.  Use appropriate eye contact, volume, and clear pronunciation.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

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# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING AND LISTENING STANDARD SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**6.SL.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

#### ESSENTIAL QUESTION(S)

How do I decide the best place(s) in a presentation to use multimedia or visual displays?

#### LEARNING PROGRESSIONS

**Grade: 5th**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Grade: 6th**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Grade: 7th**

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

#### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

#### Learning Expectations:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Identify multimedia components.

Clarify information.  
Determine what multimedia components best clarify information in presentations.  
Determine what visual displays will best clarify information in presentations.

Include multimedia components in a presentation to clarify information.  
Incorporate visual displays in a presentation to clarify information.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

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# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING AND LISTENING STANDARD SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)		
ESSENTIAL QUESTION(S)	Why do I need to think about the audience and purpose each time I speak? How do I decide when to use formal or informal English when speaking?		
LEARNING PROGRESSIONS	Grade: 5th	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	
	Grade: 6th	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.)	
	Grade: 7th	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify formal and informal settings.  Describe the qualities of formal and informal speech.	Distinguish between formal and informal speech.  Evaluate if formal or informal speech is appropriate in the context of a given situation.	Adapt speech to a given context or task.  Demonstrate correct use of formal English when appropriate.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument, or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, and conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

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**LITERACY DOMAIN: LANGUAGE**

# **LANGUAGE ANCHOR STANDARDS (L)**

**SIXTH** GRADE

**ENGLISH LANGUAGE ARTS**



## ANCHOR LANGUAGE STANDARDS

### 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.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will show their understanding of the conventions of standard English grammar when writing or speaking. In order to achieve this, students may draw conclusions about the purposeful use of verb tenses and forms, skillful use of voice, and contextual meaning of language.

There is an emphasis on pronoun usage at the sixth grade level.

Students are able to use standard conventions to purposefully communicate intention and meaning to their reader. One way to approach this learning is through routine modeling and practice. Practice may occur through grammatical mini-lessons, editing conferences, and writers workshop.

### BIG IDEA

- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, inference, informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

## OVERVIEW

### College and Career Ready Language Anchor Standards

The standards on the following pages define what students should understand and be able to do by the end of 6th grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### 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 or 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.

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR LANGUAGE STANDARD L.1

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**6.L.1**

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

### ESSENTIAL QUESTION(S)

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### LEARNING PROGRESSIONS

**Grade: 5th**

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

**Grade: 6th**

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

**Grade: 7th**

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

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☐ 2    ☐ 3    ☐ 4

### SUBSTANDARD DECONSTRUCTION

6.L.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

### LEARNING PROGRESSIONS

**Grade: 5th**

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**Grade: 6th**

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

**Grade: 7th**

Explain the function of phrases and clauses in general and their function in specific sentences.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize pronoun case:  
subjective, objective, possessive.

Place pronouns in the proper case.

### SUBSTANDARD DECONSTRUCTION

6.L.1b Use intensive pronouns (e.g., myself, ourselves).

### LEARNING PROGRESSIONS

**Grade: 5th**

Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

**Grade: 6th**

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

**Grade: 7th**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize intensive pronouns  
(myself and ourselves).

Use intensive pronouns.



# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION		6.L.1c Recognize and correct inappropriate shifts in pronoun number and person.*	
LEARNING PROGRESSIONS	Grade: 5th	Use verb tense to convey various times, sequences, states, and conditions.	
	Grade: 6th	Recognize and correct inappropriate shifts in pronoun number and person.	
	Grade: 7th	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize shifts in pronoun number and person.	Correct shifts in pronoun number and person.	Use correct pronoun number and person.

SUBSTANDARD DECONSTRUCTION		6.L.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
LEARNING PROGRESSIONS	Grade: 5th	Recognize and correct inappropriate shifts in verb tense.	
	Grade: 6th	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
	Grade: 7th	n/a	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize vague pronouns.	Correct vague pronouns.	

SUBSTANDARD DECONSTRUCTION		6.L.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	
LEARNING PROGRESSIONS	Grade: 5th	Use correlative conjunctions (e.g., either/or, neither/nor).	
	Grade: 6th	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
	Grade: 7th	n/a	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize variations from standard English.		Use correct vague pronoun variations when speaking. Demonstrate command of standard English grammar and usage when writing. Demonstrate command of standard English grammar and usage when speaking. Use strategies to improve expression in conventional language.

## KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

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# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.2

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

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**6.L.2**

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

#### ESSENTIAL QUESTION(S)

Why is it important for me to know and follow the rules of standard English mechanics for writing?

#### LEARNING PROGRESSIONS

**Grade: 5th**

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

**Grade: 6th**

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

**Grade: 7th**

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

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1   ☐ 2   ☐ 3   ☐ 4

#### SUBSTANDARD DECONSTRUCTION

6.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

#### LEARNING PROGRESSIONS

**Grade: 5th**

Use a punctuation to separate items in a series.  
Use a comma to separate an introductory element from the rest of the sentence.  
Use a comma to set off the words yes and no (e.g., yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).  
Use underlining, quotation marks, or italics to indicate titles of works..

**Grade: 6th**

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

**Grade: 7th**

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize correct capitalization, punctuation, and spelling.  
  
Use proper punctuation for nonrestrictive/parenthetical elements (commas, parentheses, dashes)

Apply spelling rules.

LANGUAGE

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

SUBSTANDARD DECONSTRUCTION	6.L.2b Spell correctly, consulting references as needed.		
LEARNING PROGRESSIONS	Grade: 5th	Spell grade-appropriate words correctly, consulting references as needed.	
	Grade: 6th	Spell correctly.	
	Grade: 7th	Spell correctly.	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Apply spelling rules.

## KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

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# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARDS

### 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 or listening.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students will understand how language can be used to convey specific meanings or particular effects to the reader. One way students may approach this standard is by experimenting with varying sentence patterns.

### BIG IDEA

- The way we use language influences how others perceive us.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, Inference, Informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR LANGUAGE STANDARD L.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 or listening.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 6.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### ESSENTIAL QUESTION(S)

How can I convey my ideas effectively through word choice and punctuation?

### LEARNING PROGRESSIONS

**Grade: 5th**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Grade: 6th**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Grade: 7th**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☒ 2    ☒ 3    ☐ 4

### SUBSTANDARD DECONSTRUCTION

6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style.\*

### LEARNING PROGRESSIONS

**Grade: 5th**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Grade: 6th**

Vary sentence patterns for meaning, reader/listener interest, and style.

**Grade: 7th**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize language conventions for writing, speaking, reading, and listening.

Recognize various sentence patterns.

Apply knowledge of language conventions when writing, reading, and listening.

Determine when to vary sentence patterns for meaning, reader/listener interest, or style.

Use knowledge of language and conventions when speaking.

Vary sentence patterns for meaning, listener interest, and style.

### SUBSTANDARD DECONSTRUCTION

6.L.3b Maintain consistency in style and tone.\*

### LEARNING PROGRESSIONS

**Grade: 5th**

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Grade: 6th**

Maintain consistency in style and tone.

**Grade: 7th**

n/a

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize language conventions for writing, speaking, reading, and listening.

Recognize style and tone.

Apply knowledge of language conventions when writing, reading, and listening.

Maintain consistency in style and tone when writing.

Use knowledge of language and conventions when speaking.

Maintain consistency in style and tone while speaking.

## KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

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## ANCHOR LANGUAGE STANDARDS

### 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.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Sixth grade students use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots. As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.

Students understand the nuanced, unspoken, and non-literal meanings of language. In addition, students may benefit from participating in activities that require them to determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus.

To be successful, sixth grade students effectively understand and apply conversational, academic, and domain specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups and the editing of their own writing and the writing of their peers. Academic vocabulary may be taught and modeled through classroom assignments.

### BIG IDEA

- The way we use language influences how others perceive us.

### ACADEMIC VOCABULARY

analysis, bias, bibliographic, coherent, conventions, convey, cite, credible, cues (non-linguistic/linguistic), elaborate, explanatory text, explicitly figurative/connotative meanings, formal voice, Greek/Latin affixes, implied, Inference, Informational text, inquiry, interpret, multimedia, multiple meaning words, paraphrase, perceive, plagiarism, point of view, preliminary determination, primary/secondary sources, pronouns (subjective), pronouns (objective), pronouns (possessive), pronouns (intensive), nuances, relevant evidence, rubric, significance, textual evidence, thesis, vague



# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.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.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.							
ESSENTIAL QUESTION(S)	How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?							
LEARNING PROGRESSIONS	Grade: 5th	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.						
	Grade: 6th	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.						
	Grade: 7th	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.						
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4

<b>SUBSTANDARD DECONSTRUCTION</b>	6.L.4a 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>LEARNING PROGRESSIONS</b>	<b>Grade: 5th</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
	<b>Grade: 6th</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>Grade: 7th</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>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify common context clues.		

<b>SUBSTANDARD DECONSTRUCTION</b>	6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
<b>LEARNING PROGRESSIONS</b>	<b>Grade: 5th</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
	<b>Grade: 6th</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	
	<b>Grade: 7th</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify and define Greek and Latin affixes and roots.	Determine the meaning of words using context clues or Greek and Latin affixes and roots.	

# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

SUBSTANDARD DECONSTRUCTION		6.L.4c 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.		
LEARNING PROGRESSIONS	Grade: 5th	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.		
	Grade: 6th	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.		
	Grade: 7th	Consult general and specialized 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.		
Learning Expectations:	Know: Concepts/Skills	Think	Do	
Students should be able to:	Use common print and digital reference materials to find pronunciation, clarification of meaning, or part of speech.			

  

SUBSTANDARD DECONSTRUCTION		6.L.4d 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).		
LEARNING PROGRESSIONS	Grade: 5th	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.		
	Grade: 6th	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).		
	Grade: 7th	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).		
Learning Expectations:	Know: Concepts/Skills	Think	Do	
Students should be able to:		Verify preliminary determination of a word's inferred meaning in context or a dictionary.  Choose from a range of vocabulary strategies to determine a word's meaning.		

## KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

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# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR LANGUAGE STANDARD L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**6.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### ESSENTIAL QUESTION(S)

How do I show I know how to use words accurately and effectively?

### LEARNING PROGRESSIONS

**Grade: 5th**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Grade: 6th**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Grade: 7th**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☐ 4

### SUBSTANDARD DECONSTRUCTION

6.L.5a Interpret figures of speech (e.g., personification) in context.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Interpret different types of figures of speech.

Analyze text to locate figures of speech.

### SUBSTANDARD DECONSTRUCTION

6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Distinguish among the different types of word relationships.

Analyze the relationship between particular words.

### SUBSTANDARD DECONSTRUCTION

6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Define the terms denotations and connotations of words.

Distinguish among the connotations of words with similar denotation.

## KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

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# SIXTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

## ANCHOR LANGUAGE STANDARD L.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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
ESSENTIAL QUESTION(S)	• What strategies will I use to learn and use words that are specific to the things I study? • How can technology be used as a writing resource tool?		
LEARNING PROGRESSIONS	Grade: 5th	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
	Grade: 6th	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.	
	Grade: 7th	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.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify general academic and domain-specific words and phrases.  Gather vocabulary knowledge important to comprehension or expression.	Accurately use words important to the comprehension of general academic and domain-specific words.  Apply vocabulary knowledge when considering words important to comprehension of expression.  Select appropriate resources to aid in gathering vocabulary knowledge.	

## KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

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### Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

\* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a



# APPENDIX

**SIXTH** GRADE

ENGLISH LANGUAGE ARTS

# Appendix

## Writing

Definitions of the standards' three text types.

*The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.*

## Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

### ***“Argument” and “Persuasion”***

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

## Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

### ***Creative Writing beyond Narrative***

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

## Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C of the Common Core State Standards documents.



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