|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | | | | |
|  |  |  |  | * Recognize explicit textual evidence. |  |  |  | |  |  |  |
|  |  |  |  | * Recognize inferences made in text. |  |  |  | |  |  |  |
|  |  |  |  | * Analyze text to cite explicitly stated textual evidence. |  |  |  | |  |  |  |
|  |  |  |  | * Analyze text to infer. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **6.RL.6** Explain how an author develops the point of view of the narrator or speaker in a text. | | | | | | | |
|  |  |  |  | * Explain point of view through a narrator or speaker. |  |  |  | |  |  |  |
|  |  |  |  | * Explain how an author develops different points of view. |  |  |  | |  |  |  |
|  |  |  |  | * Identify details used to develop point of view. |  |  |  | |  |  |  |
|  |  |  |  | * Recognize author’s strategies to develop point of view. |  |  |  | |  |  |  |
|  |  |  |  | * Compare/contrast point of view of the narrator to characters. |  |  |  | |  |  |  |
|  |  |  |  | * Analyze how the author develops these different points of view. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **RL.8.** (Not applicable to literature.) | | | | | | | |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **6.RI.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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). | | | | | | | |
|  |  |  |  | * Identify key individuals, events, and ideas. |  |  |  | |  |  |  |
|  |  |  |  | * Define anecdote. |  |  |  | |  |  |  |
|  |  |  |  | * Analyze how key individuals, events, and ideas are introduced, illustrated, and elaborated. |  |  |  | |  |  |  |
|  |  |  |  | * Analyze evidence in text. |  |  |  | |  |  |  |
|  |  |  |  | **6.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | | | | | | |
|  |  |  |  | * Identify figurative, connotative, and technical words and phrases. |  |  |  | |  |  |  |
|  |  |  |  | * Determine the meaning of figurative, connotative, and technical words and phrases. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **6.RI.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **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). | | | | | | | |
|  |  |  |  | * Identify events common in two or more texts. |  |  |  | |  |  |  |
|  |  |  |  | * Identify author’s presentation of events. |  |  |  | |  |  |  |
|  |  |  |  | * Compare/contrast the events depicted by different authors. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * Identify key ideas, details, craft, structure, and integration of knowledge. |  |  |  | |  |  |  |
|  |  |  |  | * Comprehend key ideas, details, craft, structure, and integration of knowledge. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.1** Write arguments to support claims with clear reasons and relevant evidence. | | | | | | | |
|  |  |  |  | **6.W.1a** Introduce claim(s) and organize the reasons and evidence clearly. | | | | | | | |
|  |  |  |  | Organize reasons and evidence with support. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | | | | | | | |
|  |  |  |  | * Recognize words, phrases, and clauses showing relationships among claims. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.1d** Establish and maintain a formal style. | | | | | | | |
|  |  |  |  | * Identify and define formal style. |  |  |  | |  |  |  |
|  |  |  |  | * Establish and maintain a formal style. |  |  |  | |  |  |  |
|  |  |  |  | * Write an argument that establishes and maintains a formal style. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.1e** Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | | |
|  |  |  |  | * Explain the argument presented. |  |  |  | |  |  |  |
|  |  |  |  | * Plan a concluding statement following the argument. |  |  |  | |  |  |  |
|  |  |  |  | * Write an argument including an introduction and concluding statement. |  |  |  | |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | 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. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | | | | | |
|  |  |  |  | * Identify relevant facts, definitions, concrete details, quotations, and examples |  |  |  | |  |  |  |
|  |  |  |  | **6.W.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. | | | | | | | |
|  |  |  |  | * Identify transitions that clarify idea and concept relationships. |  |  |  | |  |  |  |
|  |  |  |  | * Select transitions that clarify relationships. |  |  |  | |  |  |  |
|  |  |  |  | * Use transitions to clarify the relationships between ideas and concepts. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | | | | |
|  |  |  |  | * 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. |  |  |  | |  |  |  |
|  |  |  |  | **6.W.2e** Establish and maintain a formal style. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.W.2f** Provide a concluding statement or section that follows from the information or explanation presented. | | | | | | | |
|  |  |  |  | * Establish and maintain a formal style. |  |  | |  |  |  |  |
|  |  |  |  | * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, maintaining a formal style. |  |  | |  |  |  |  |
|  |  |  |  | **6.W.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | | | | |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.W.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * Identify how writers use transitional words to signal change. |  |  | |  |  |  |  |
|  |  |  |  | * Write a narrative that uses transitions to convey sequence and signal shift. |  |  | |  |  |  |  |
|  |  |  |  | **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | | | | | | | |
|  |  |  |  | * Write a narrative that uses precise, descriptive sensory language. |  |  | |  |  |  |  |
|  |  |  |  | **6.W.3e** Provide a conclusion that follows from the narrated experiences or events. | | | | | | | |
|  |  |  |  | * Write a narrative that provides a conclusion. |  |  | |  |  |  |  |
|  |  |  |  | **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.) | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **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.) | | | | | | | |
|  |  |  |  | * With some guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach. |  |  | |  |  |  |  |
|  |  |  |  | * With some guidance and support from peers and adults, know how to edit for conventions. |  |  | |  |  |  |  |
|  |  |  |  | * With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.W.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | | |
|  |  |  |  | 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”). | | | | | | | |
|  |  |  |  | * Identify key ideas and details to support conclusions in literature. |  |  | |  |  |  |  |
|  |  |  |  | * Cite textual evidence to analyze explicit text in literature read. |  |  | |  |  |  |  |
|  |  |  |  | * Draw evidence as support for research from the literature text. |  |  | |  |  |  |  |
|  |  |  |  | * Analyze key ideas and details in literature as evidence of understanding text. |  |  | |  |  |  |  |
|  |  |  |  | * Reflect on key ideas and details as evidence of understanding literature text. |  |  | |  |  |  |  |
|  |  |  |  | **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”). | | | | | | | |
|  |  |  |  | * Identify claims, in nonfiction, that are supported by reasons and evidence and those that are not. |  |  | |  |  |  |  |
|  |  |  |  | * Cite textual evidence to evaluate the argument and specific claims. |  |  | |  |  |  |  |
|  |  |  |  | * Draw evidence as support for research from the nonfiction text. |  |  | |  |  |  |  |
|  |  |  |  | * Analyze the reasons and evidence supporting the claims. |  |  | |  |  |  |  |
|  |  |  |  | * Reflect on the arguments/claims to determine if they are supported or not. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | **6.SL.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. | | | | | | | |
|  |  |  |  | * Justify ideas and responses shared with evidence. |  |  | |  |  |  |  |
|  |  |  |  | * Formulate comments, questions, and responses based on evidence. |  |  | |  |  |  |  |
|  |  |  |  | **6.SL.1b** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.SL.1c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.SL.1d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | | | | | | |
|  |  |  |  | * Identify key ideas from reading material. |  |  | |  |  |  |  |
|  |  |  |  | * Recognize multiple perspectives and opposing viewpoints. |  |  | |  |  |  |  |
|  |  |  |  | * Paraphrase and reflect on multiple perspectives posed in discussions. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * Define and identify arguments, claims, reasons, and evidence. |  |  | |  |  |  |  |
|  |  |  |  | * Distinguish between supported and unsupported claims. |  |  | |  |  |  |  |
|  |  |  |  | * Delineate a speaker’s argument and specific claims. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.SL.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **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.) | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | |
|  |  |  |  | 6.L.1a Ensure that pronouns are in the proper case (subjective, objective, possessive) | | | | | | | |
|  |  |  |  | * Recognize pronoun case: subjective, objective, possessive. |  |  | |  |  |  |  |
|  |  |  |  | * Place pronouns in the proper case. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.1b** Use intensive pronouns (e.g., myself, ourselves). | | | | | | | |
|  |  |  |  | * Recognize intensive pronouns (myself and ourselves). |  |  | |  |  |  |  |
|  |  |  |  | * Use intensive pronouns. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.1c** Recognize and correct inappropriate shifts in pronoun number and person.\* | | | | | | | |
|  |  |  |  | * Recognize shifts in pronoun number and person. |  |  | |  |  |  |  |
|  |  |  |  | * Correct shifts in pronoun number and person. |  |  | |  |  |  |  |
|  |  |  |  | * Use correct pronoun number and person. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* | | | | | | | |
|  |  |  |  | * Recognize vague pronouns. |  |  | |  |  |  |  |
|  |  |  |  | * Correct vague pronouns. |  |  | |  |  |  |  |
|  |  |  |  | **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.\* | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | | |
|  |  |  |  | **6.L.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* | | | | | | | |
|  |  |  |  | * Recognize correct capitalization, punctuation, and spelling. |  |  | |  |  |  |  |
|  |  |  |  | * Use proper punctuation for |  |  | |  |  |  |  |
|  |  |  |  | * nonrestrictive/parenthetical elements (commas, parentheses, dashes) |  |  | |  |  |  |  |
|  |  |  |  | * Apply spelling rules. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.2b** Spell correctly, consulting references as needed. | | | | | | | |
|  |  |  |  | * Apply spelling rules. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.3**. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | | | |
|  |  |  |  | **6.L.3a** Vary sentence patterns for meaning, reader/listener interest, and style.\* | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.3b** Maintain consistency in style and tone.\* | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * Identify common context clues. |  |  | |  |  |  |  |
|  |  |  |  | **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). | | | | | | | |
|  |  |  |  | * Identify and define Greek and Latin and roots. |  |  | |  |  |  |  |
|  |  |  |  | * Determine the meaning of words using context clues or Greek and Latin affixes and roots. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * Use common print and digital reference materials to find pronunciation, clarification of meaning, or part of speech. |  |  | |  |  |  |  |
|  |  |  |  | **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). | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | | | |
|  |  |  |  | **6.L.5a** Interpret figures of speech (e.g., personification) in context. | | | | | | | |
|  |  |  |  | * Interpret different types of figures of speech. |  |  | |  |  |  |  |
|  |  |  |  | * Analyze text to locate figures of speech. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | | | | | | | |
|  |  |  |  | * Distinguish among the different types of word relationships. |  |  | |  |  |  |  |
|  |  |  |  | * Analyze the relationship between words. |  |  | |  |  |  |  |
|  |  |  |  | **6.L.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | | | | | | | |
|  |  |  |  | * Define the terms denotations and connotations of words. |  |  | |  |  |  |  |
|  |  |  |  | * Distinguish among the connotations of words with similar denotation. |  |  | |  |  |  |  |
|  |  |  |  | **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. | | | | | | | |
|  |  |  |  | * 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. |  |  | |  |  |  |  |