MISSISSIPPI
DEPARTMENT OF
EDUCATION

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# *Mississippi College and Career Readiness Standards for English Language Arts Scaffolding Document*

## **Sixth Grade**

**College- and Career-Readiness Standards for English Language Arts**

| Sixth Grade | | | |
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| **CCR.R.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.** | | | |
| **RL.6.1**<br><br>**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **Desired Student Performance** | | |
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to focus closely and critically on content in a literary text.<br>• How to form a comprehensive understanding or analysis of what they are reading and for selecting key evidence for use in writing or speaking.<br>• How to refer directly to details and examples in a text and/or quote accurately from a text when explaining what happens in the text.<br>• How to refer directly to details and examples in a text and/or quote accurately from a text when drawing inferences from a text.<br>• What it means to draw inferences from a text.<br>• How to ask and answer questions to demonstrate | • Authors purposely include specific details and/or examples in literary texts and/or omit specific details and/or examples from literary texts to prompt students to ask and answer questions about the text.<br>• Details and examples authors provide in a literary text reveal meaning.<br>• Authors state information explicitly in a text to allow students to make a direct connection and/or implicitly to require students to draw inferences from a text.<br>• Authors provide evidence to support an analysis of what the text says explicitly and/or to support an analysis of inferences drawn from the text. | • Closely read, analyze, and annotate a literary text to comprehend what the author says explicitly and to discover the levels of meaning embedded deeply within complex literary texts.<br>• Conduct self-checks to ensure comprehension of a literary text, persevere through difficult sections, examine unfamiliar words or phrases and attempt to uncover the meaning of unknown words.<br>• Cite evidence from the text in the form of specific details or examples to support an analysis of what the text says explicitly.<br>• Cite evidence from the text in the form of specific details or examples to support an |

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| | understanding of key details in a text.<br><br>• How to use an appropriate standard format for giving credit to the authors they are citing, such those from the Modern Language Association (MLA) or the American Psychological Association (APA). | | analysis of inferences drawn from the text. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
cite, textual evidence, support, analysis, explicit, implicit, inference, infer, quote, accurately, details, examples

## Sixth Grade

**CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

| RL.6.2 | Desired Student Performance | | |
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| **Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • A central idea of a literary work is what the text is mostly about in its entirety and/or in various sentences, paragraphs, or sections.<br>• A theme is an element of a literary work that conveys a widespread and enduring message about life or human nature; readers often apply themes found in literary works to their own lives.<br>• A literary work often contains multiple themes.<br>• A literary work often contains both major themes and minor themes.<br>• A major theme is a message that a writer usually repeats in a literary work; whereas, a minor theme is a message that appears only briefly in a literary work and concedes to | • Authors may include one or more than one central idea in a complex literary work.<br>• Authors may include one or more than one theme in a complex literary work.<br>• Authors present central ideas or themes through particular details or examples in a text.<br>• Students understand that authors present themes both implicitly and explicitly, often depending on the genre of the literary work.<br>• Students understand that authors utilize elements of characterization, plot, word choice, figurative language, stylistic devices, and other literary devices to assist students in determining a theme or themes from a literary work. | • Closely read, analyze, and annotate a literary text for evidence of the central idea, theme, and summary of main points.<br>• Determine a major theme and/or a minor theme of a variety of literary genres.<br>• Show understanding of the course the author took to convey the theme through particular details.<br>• Determine a central idea of a literary text and/or specific parts of a literary text. Provide a summary of a literary work free from personal opinions or judgments. |

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| | other, often more prominent, themes.<br>• A theme of a literary work may be stated explicitly or may be implied, requiring students to draw inferences to determine a theme.<br>• Determining a theme by drawing inferences requires students to attend closely to word choice, characterization, plot, figurative language, stylistic devices, and other literary devices presented by the author.<br>• Themes are often revealed by how the characters respond to challenges or by how the speaker in a written piece reflects upon a topic.<br>• Themes are present in novels, short stories, dramas, poems, fables, folktales, and myths.<br>• The way authors express themes may vary according to the genre of literature.<br>• Fables, folktales, and myths communicate central | • Determining a theme or themes requires them to read closely and/or draw inferences.<br>• Determining a theme or themes from a literary work often assists the reader in understanding part or all of the author's purpose for writing.<br>• Authors express their own ideas about life through their writings.<br>• The difference between fact and personal opinion or judgment.<br>• An effective summary of a literary text is written chronologically, includes the central idea or theme of a text, and refers to the elements of the plot. | |

|  | messages, lessons, and/or morals as themes.<br>• The subject of a literary text and a theme of a literary text, although related, are two different concepts: the subject of the text is a topic (e.g., war), while a theme of the text relates to the author's presentation of the topic (e.g., war is a plague for humanity).<br>• A summary is a compilation of the main events in a literary text. It is chronologically structured, includes the central idea or theme, and refers to the main story elements. |  |  |
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**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

theme, major theme, minor theme, central idea, convey, details, particular details, word choice, characterization, plot, figurative language, literary devices, stylistic devices, summary, summarize, distinct, fact, opinion, personal opinion, judgment, inference, literary genres, author's purpose, read closely, annotate, evidence

**College- and Career-Readiness Standards for English Language Arts**

| Sixth Grade |
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| CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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| RL.6.3 | Desired Student Performance | | |
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| **Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Characters in a literary text interact through dialogue and actions.<br>• How to compare and contrast two or more characters, settings, or events, citing specific details from a literary text.<br>• How to describe in detail a character, setting, or event, citing specific evidence from a literary text.<br>• Students can describe characters and explain how the characters' traits, motivations, or feelings contribute to the events in a literary text.<br>• Students can describe how characters respond to major events and challenges using key details from a literary text.<br>• Students can explain how key events advance the plot of a literary text. | • A plot of a story consists of the exposition, rising action, conflict, climax, turning point, falling action, and solution/resolution.<br>• Authors develop a character using direct and/or indirect characterization through description of a character's appearance, dialogue, thoughts, actions, reactions, interactions, and behaviors.<br>• A character responds or changes based on interactions with other characters, the setting, the conflict, the resolution, and other events of the story.<br>• Authors often develop characters using general literary archetypes. | • Closely read, analyze, and annotate a literary text for evidence of the plot's development.<br>• Closely read, analyze, and annotate a literary text for evidence of how characters respond as the plot unfolds.<br>• Closely read, analyze, and annotate a literary text for evidence of how characters change as the plot unfolds.<br>• Provide a description of how a particular literary text's plot unfolds in a series of episodes towards a resolution.<br>• Provide a description of how the characters respond over the course of a text.<br>• Provide a description of how the characters change over the course of a text. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
describe, literary text, how characters respond, how characters change, story elements, plot structure, exposition, rising action, conflict, climax, turning point, falling action, solution, resolution, characterization, archetypes, drama elements, unfold, episodes, events

College- and Career-Readiness Standards for English Language Arts

# Sixth Grade

**CCR.R.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.**

| RL.6.4 | Desired Student Performance | | |
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| 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. | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to use context clues to determine what a word means in a given context. <br> • Figurative language uses words in some way other than their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way. <br> • A metaphor compares two unlike things to illuminate a particular quality or aspect of one of the two things. Metaphors directly state that one thing is something else and do not use the words *like* or *as*. <br> • A simile compares two unlike things using *like* or *as* to illuminate a particular quality or aspect of one of the two things. <br> • An exaggeration is an extravagant statement that is not meant to be taken literally. <br> • Students know that some words used by authors allude to | • What a word means in a given context, focusing on what the author is trying to do with the language. <br> • Tone is the author's attitude toward the audience, the subject, or the character. Tone is conveyed through the author's words and details. <br> • Mood is the emotions the reader feels while reading a text. Mood is created by the author's word choice, imagery, dialogue, setting, and plot. <br> • Readers determine tone and mood of a text through clues presented in the text. <br> • Tone or mood may change throughout a text. In effect, a text can have more than one tone or mood. | • Closely read, analyze and annotate a text for evidence of the meanings of words and phrases as they are used in a text. <br> • Closely read, analyze, and annotate a text for evidence of the impact of a specific word choice on meaning and tone. <br> • Determine the meaning of words and phrases based on context. <br> • Determine the figurative meaning of particular words and phrases based on context. <br> • Determine the connotative meaning of particular words and phrases based on context. <br> • Explain the differences between words and phrases with similar denotative meanings that carry different connotations (e.g., |

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| | significant characters found in mythology (e.g., Herculean).<br>• Figurative meaning refers to words and phrases meant to be interpreted beyond the literal meaning of the word or words.<br>• Literal language means exactly what the word or words say; whereas, nonliteral or figurative language does not mean exactly what the word or words say, but instead uses comparison or emphasis to imply something different.<br>• Words and phrases (i.e., regular beats, alliteration, rhymes, repeated lines) provide rhythm and meaning in a story, poem, or song.<br>• How to identify words and phrases that suggest feelings or appeal to the senses. | • Authors often use figurative language to assist in developing the tone or mood of a text.<br>• Authors purposely choose words to achieve particular effects in a text and in the reader.<br>• Authors purposely use figurative language to achieve particular effects in a text and in the reader.<br>• Connotation refers to a reader's emotion or association connected with a word.<br>• Personification is a figure of speech in which a thing, idea, or animal is given human qualities. | sulk/brood; ally/comrade/best friend) in literary texts.<br>• Provide an analysis of the meaning of words or phrases and of how an author's word choice impacts the meaning of a text.<br>• Provide an analysis of the meaning of words or phrases and of how an author's specific word choice impacts the tone of a text.<br>• Provide an analysis of the meanings of words or phrases and of how an author's word choice impacts the meaning and tone of a text. |

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
determine, context clues, figurative, connotation, connotative, analyze, analysis, word choice, meaning, tone, literal, nonliteral, figurative language, simile, metaphor, hyperbole, personification, regular beats, alliteration, rhymes, repeated lines, imagery

## Sixth Grade

**CCR.R.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.

| RL.6.5 | Desired Student Performance | | |
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| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to explain how specific chapters fit together to provide the overall structure of a story, specific scenes fit together to provide the overall structure of a drama, and specific stanzas fit together to provide the overall structure of a poem. <br>• The structural elements of poems, dramas, and prose and can refer to specific elements in writing and speaking. <br>• How to describe how each successive part of a poem, drama, or story builds on earlier sections. | • Writers purposely include specific sentences, chapters, scenes, or stanzas that contribute to the development of the theme, setting, or plot. <br>• Knowledge of common narrative structure provides support for organizing the ideas and deepening understanding of the text. <br>• Common narrative structure follows the elements of plot: exposition, rising action, climax, falling action, resolution. <br>• Stories may be presented through common narrative structure, through common narrative structure without conflict, with flashbacks, through multiple character | • Closely read, analyze. and annotate a text for evidence of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. <br>• Closely read, analyze, and annotate a text for evidence of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme. <br>• Closely read, analyze, and annotate a text for evidence of how a particular sentence, chapter, scene, or stanza contributes to the development of the setting. <br>• Closely read, analyze, and annotate a text for evidence of how a particular sentence, chapter, scene, or stanza |

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| | | perspectives, or as stories within stories. | contributes to the development of the plot.<br><br>When writing and speaking:<br>• Provide an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of the text.<br>• Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme.<br>• Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the setting.<br>• Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the plot. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
sentence, chapter, scene, stanza, poem, play, drama, structure, theme, setting, plot, plot arc, plot diagram, flashback, stories within stories, multiple character perspectives

## Sixth Grade

**CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.**

| RL.6.6 | Desired Student Performance | | |
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| **Explain how an author develops the point of view of the narrator or speaker in a text.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • A narrator or speaker's point of view influences how events are presented and affects the information revealed about the characters and events.<br>• How to distinguish their own point of view from that of the narrator's point of view or other characters' point of view.<br>• Point of view is the perspective from which the story is presented.<br>• There are three major types of point of view: first person, second person, and third person.<br>• Third person point of view consists of three differing forms: third person omniscient, third person limited, and third person objective. | • Authors develop point of view through author's style, tone, word choice, description, dialogue, thoughts, reflection, author or narrator commentary, illustrations.<br>• Authors can direct readers' attention to the exact detail, opinion, or emotion the author wants to stress by manipulating the point of view of the story.<br>• The ways in which an author's point of view influences content and style.<br>• An author's writing is influenced by his experiences, background, and values.<br>• Authors use different points of view to offer different perceptions and to develop a | • Closely read, analyze, and annotate a text for evidence of how an author develops the point of view of the narrator or speaker in a text.<br>• Provide an explanation of how an author develops the point of view of the narrator or speaker in a text. |

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| | • Notice the differences in the points of view of characters by speaking in a different voice for each character when reading dialogue.<br>• How to identify who is telling a story at different points in a text.<br>• Authors tell the story in writing, and illustrators provide pictures of different scenes in a story. | text based on the author's purpose for writing. | |
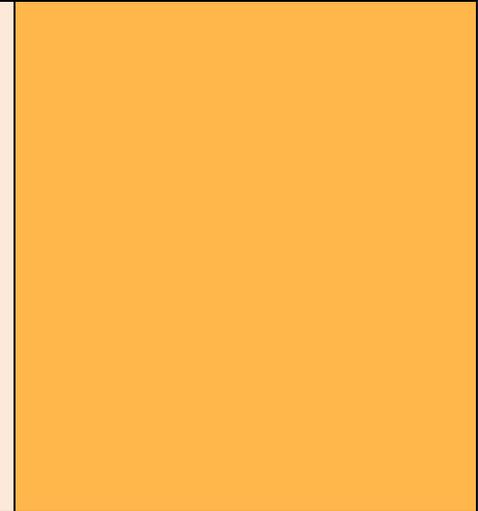
**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
explain, point of view, develop, development, narrator, speaker, first person, second person, third person, third person omniscient, third person limited, third person objective, influence, manipulate, author's style

# Sixth Grade

**CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

| RL.6.7 | Desired Student Performance | | |
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| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **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.** | • How to describe the differences in a written story or drama and a performed story or drama.<br>• How to explain how a performed story or drama represents the written story or drama.<br>• Visual and multimedia elements contribute to the meaning, tone, or beauty of a text.<br>• How to make connections between the text of a story or drama and a visual or oral presentation of the same story or drama, noting where each version reflects specific descriptions and directions in the text.<br>• How to show how a text's illustrations contribute to | • Literacy includes the written text and the audio, video, and live versions of a text.<br>• The importance of focusing not only on what we learn about the characters in the different formats but also on how the information is presented.<br>• Performed versions of texts affect audiences differently than the printed version.<br>• Suspense may be greater in the written or performed version of the text.<br>• To compare and contrast, they must show both similarities and differences. | • Closely read, analyze. and annotate a text for evidence to use in comparing and contrasting reading a literary text to listening or viewing an audio, video, or live version of the same text.<br>• Provide a comparison and contrast 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.<br>• Provide a contrast 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" |

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| | what is expressed in words in a story.<br>• How to use illustrations and words in a print or digital text to show understanding of a story's characters, setting, or plot. | | and "hear" when reading the text to what they perceive when they listen or watch. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
compare, contrast, story, drama, poem, audio, video, live version, perceive

## Sixth Grade

**CCR.R.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.

| RL.6.8 | Desired Student Performance | | |
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| | A student should know (Prerequisite Knowledge) | A student should understand (Conceptual Understanding) | A student should be able to do (Evidence of Knowledge) |
| **Not applicable to literature.** | | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

# Sixth Grade

**CCR.R.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.**

| RL.6.9 | Desired Student Performance | | |
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| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to compare and contrast how stories within a particular genre deal with similar themes and topics. <br> • Common literary character archetypes (e.g., the hero, the mother figure, the innocent youth, the doppelganger, the villain, the scapegoat) are often used by authors to develop characters. <br> • Similar themes, topics, and patterns of events are found in stories, myths, and traditional literature from different cultures. <br> • Authors often continue writing about characters they have developed through books in a series. Within a | • Multiple texts in different literary genres may address similar themes or topics. <br> • Reading multiple literary texts addressing a similar theme or topic exposes them to multiple perspectives and points of view. <br> • A specific genre influences the way information is presented in a text. <br> • How to describe and analyze aspects of the setting to explain how the setting affects the plot and characters. <br> • Authors use situational literary archetypes in a variety of literary genres (e.g., journey, the initiation, good vs. evil, the fall). | • Closely read, analyze, and annotate a text for evidence to use in comparing and contrasting approaches to similar themes and topics in texts of different forms or genres. <br> • Provide a comparison and contrast of 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. |

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| | series, authors may choose to alter the theme, setting, characters and/or plot of the books.<br>• Multiple versions of the same story can be presented by different authors or from different cultures. | • To compare and contrast, they must show both similarities and differences. | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
compare, contrast, genre, approach, theme, topic

**College- and Career-Readiness Standards for English Language Arts**

<table>
<tr><td colspan="4" align="center">**Sixth Grade**</td></tr>
<tr><td colspan="4">**CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.**</td></tr>
<tr><td>**RL.6.10**</td><td colspan="3" align="center">**Desired Student Performance**</td></tr>
<tr>
<td rowspan="2">**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.**</td>
<td>**A student should know (Prerequisite Knowledge)**</td>
<td>**A student should understand (Conceptual Understanding)**</td>
<td>**A student should be able to do (Evidence of Knowledge)**</td>
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<td>

- How to explain how knowing the differences between different genres (e.g., short stories, poetry, drama) based on their characteristics and structural elements aids in comprehension of complex text.
- How to make and check predictions.
- How to note important parts of a story.
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<td>

- The complexity of text increases as students progress through grade levels.
- The importance of knowing the specific characteristics of different forms of literary texts (e.g., adventure stories, historical fiction, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, drama, graphic novel, play, poetry, sonnet, ode, ballad, epic) aids in comprehension of complex texts.
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- Closely read, analyze, comprehend, and annotate literary texts of increasing complexity within the Lexile range of 955–1155 for the purpose of comprehension.
- Monitor and adjust comprehension of a literary text by recognizing when understanding becomes unclear and applying corrective strategies automatically, including summarizing, paraphrasing, reviewing previous points, making connections to other texts and prior knowledge, determining word- and sentence-level meaning of confusing passages, and applying skills from across the language arts.
- Use knowledge of the characteristics of different forms of literary texts to aid in comprehension of text.
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</tr>
<tr><td colspan="4">**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**<br>comprehend, stories, dramas, poems, scaffolding, complexity band, proficiently, range</td></tr>
</table>

College- and Career-Readiness Standards for English Language Arts

## Sixth Grade

**CCR.R.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**

| RI.6.1 | Desired Student Performance | | |
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| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | • How to focus closely and critically on content in an informational text. <br> • How to form a thorough understanding or analysis of what they are reading and for selecting key evidence for use in writing or speaking. <br> • How to refer directly to details and examples in a text and/or quote accurately from a text when explaining what a text is about. <br> • How to refer directly to details and examples in a text and/or quote accurately from a text when drawing inferences from a text. <br> • What it means to draw inferences from a text. <br> • How to ask and answer questions to demonstrate understanding of a text. | • Authors purposely include specific details and/or examples in informational texts and/or omit specific details and/or examples from informational texts to prompt students to ask and answer questions about the text. <br> • Details and examples authors provide in an informational text reveal meaning. <br> • Authors state information explicitly in a text to allow students to make a direct connection and/or implicitly to require students to draw inferences from a text. <br> • Authors provide evidence to support an analysis of what the text says explicitly and/or to support an analysis of | • Closely read and analyze an informational text to comprehend what the author says explicitly and to discover the layers of meaning that are often embedded within complex informational texts. <br> • Conduct self-checks to ensure comprehension of an informational text, persevere through difficult sections, examine unfamiliar words or phrases and attempt to uncover the meaning of unknown words. <br> • Cite evidence from the text in the form of specific details or examples to support an analysis of what the text says explicitly. <br> • Cite evidence from the text in the form of specific details or examples to support an |

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| | • How to use an appropriate standard format for giving credit to the authors they are citing, such as the MLA or the APA. | inferences drawn from the text. | analysis of inferences drawn from the text. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
analyze, explicit, inference, textual evidence, generalizations, accurate, concepts

## Sixth Grade

**CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

| RI.6.2 | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to determine two or more main ideas of a text.<br>• How to explain how two or more main ideas are supported by key details in the text.<br>• How to summarize a text.<br>• How to identify the main topic of a multi-paragraph text.<br>• How to identify the focus of specific paragraphs within a text. | • Being able to determine a central idea of a text reflects comprehension of a text.<br>• A summary should contain only information from the text.<br>• Personal opinions about a topic or idea should not be included in a summary.<br>• Personal judgments about a topic or idea should not be included in a summary.<br>• The difference between a summary and a critique of ideas in a text.<br>• A critique is a reader's opinion or analysis of a text. | • Closely read and analyze an informational text for evidence to determine the central idea and details of a text.<br>• Closely read and analyze an informational text for evidence to include in a summary.<br>• Determine and explain the central idea of a text.<br>• Explain how a central idea is conveyed through details in the text.<br>• Complete a graphic organizer by inserting a central idea of a text and the key details to support it; analyze the key details to determine relevant support.<br>• Summarize the text, apart from personal opinions or judgments.<br>• Annotate the summary for words that offer an opinion and revise as needed. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
summary, main idea, important details, personal opinions, judgments

## Sixth Grade

**CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

| RI.6.3 | Desired Student Performance | | |
|---|---|---|---|
| **Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to explain the relationships or interactions between two or more individuals, events, ideas based on specific information in the text. <br> • How to explain the relationships or interactions between two or more concepts in a historical, scientific, or technical text based on specific information in the text. <br> • How to explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <br> • How to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in | • Understand how causal relationships between events, individuals, and ideas are introduced and developed in an informational text. <br> • Illustrate means to explain, describe, or give example of an individual, event, or idea. <br> • Elaborate means to provide more details about an individual, event, or idea or to further develop an individual, event, or idea. <br> • An example is something that is mentioned in a text to help explain, illustrate or clarify a concept for readers. <br> • An anecdote is a short narrative that is often presented in an informational text to assist | • Closely read and analyze an informational text for evidence to show how a key individual, event, or idea is developed throughout the text. <br> • Analyze and annotate a text for how an individual, event, or idea is introduced in a text. <br> • Provide a detailed analysis of how a key individual, event or idea is introduced in a text (e.g., through examples and anecdotes) <br> • Analyze and annotate a text for how an individual, event, or idea is illustrated (e.g., explained, described) in a text. <br> • Provide detailed analysis of how a key individual, event or idea is illustrated in a text |

| | | | |
|---|---|---|---|
| | technical procedures in a text.<br>• How to use language that pertains to time, sequence, and cause/effect. | readers in comprehending the text. | (e.g., through examples and anecdotes)<br>• Analyze and annotate a text for how an individual, event, or idea is elaborated in a text.<br>• Provide detailed analysis of how a key individual, event or idea is elaborated in a text (e.g., through examples and anecdotes) |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
analyze, analysis, key individual, key event, key idea, introduced, illustrated, elaborated, examples, anecdotes

| Sixth Grade | | |
|---|---|---|
| **CCR.R.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.** | | |
| **RI.6.4** <br><br> **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.** | **Desired Student Performance** | |
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |

| **RI.6.4** <br><br> **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
|---|---|---|---|
| | • How to determine the meaning of general academic and domain-specific words and phrases in a text. <br> • A metaphor is a direct comparison of two unlike things. <br> • A simile is a comparison of two unlike things using the word *like* or *as*. <br> • An exaggeration describes something as being greater, larger, more important, etc., than it really is. | • What a word means in a given context, focusing on what the author is trying to do with the language. <br> • Authors often use figurative language to assist in developing the tone or mood of a text. <br> • Authors purposely choose words to achieve particular effects in a text and in the reader. <br> • Authors purposely use figurative language to achieve particular effects in a text and in the reader. <br> • Connotation refers to a reader's emotion or association connected with a word. <br> • Personification is a figure of speech in which a thing, idea, or animal is given human qualities. | • Closely read, analyze, and annotate a text for evidence of the meanings of words and phrases as they are used in a text. <br> • Determine the **connotative** meaning of particular words and phrases based on context. <br> • Determine the **figurative** meaning of particular words and phrases based on context. <br> • Determine the **technical** meaning of particular words and phrases based on context. |
| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:** <br> determine, meaning, figurative language, connotative meanings, technical meanings, simile, metaphor, exaggeration/hyperbole, personification | | | |

College- and Career-Readiness Standards for English Language Arts

## Sixth Grade

**CCR.R.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.**

| RI.6.5 | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.<br>• How to describe the overall structure of events, ideas, concepts, or information in a text or part of a text.<br>• How to use text features and search tools (e.g., headings, tables of contents, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.<br>• Common organizational structures are found in informational texts (e.g., cause/effect, comparison/contrast, | • Writers purposely include particular sentences, chapters, paragraphs, chapters, or sections that fit in the overall text and further the development of the overall structure (e.g., transition sentences, relationship statements, cause/effect paragraphs, problem/solutions sections).<br>• Writers purposely include particular sentences, chapters, paragraphs, chapters, or sections that contribute to the development of ideas in a text.<br>• Knowledge of common informational text structures provides support for organizing the ideas and | • Closely read, analyze, and annotate a text for evidence of how smaller parts of a text fit into the overall structure of a text.<br>• Closely read, analyze and annotate a text for evidence of how smaller parts of a text contribute to the development of ideas.<br>• Provide an analysis of how a particular **sentence** fits into the overall structure of a text.<br>• Provide an analysis of how a **paragraph** fits into the overall structure of a text.<br>• Provide an analysis of how a **chapter** fits into the overall structure of a text.<br>• Provide an analysis of how a particular **section** fits into the overall structure of a text. |

| | | |
|---|---|---|
| | problem/solution, sequential, chronological).<br>• Informational texts (i.e., textbooks, domain-specific articles) are divided into different parts.<br>• Titles, introductions, headings, and sections. | deepening understanding of the text.<br>• An author includes how a particular part of a text fits in and contributes to the development of ideas<br>• Authors use linguistic devices specific to different text structures (e.g., complex sentences, correlative conjunctions, specific nouns, verbs, and adjectives).<br>• The text structure is determined in part by the author's purpose for writing.<br>• An author's purpose is the reason the author is writing the text. Authors use specific techniques authors use to carry out their purposes in texts.<br>• Authors can fulfill their purposes in different ways (e.g., word choice, syntax, evidence). | • Provide an analysis of how a particular sentence, chapter, or section contributes to the development of the ideas.<br>• Provide an analysis of how a particular **sentence** contributes to the development of the ideas.<br>• Provide an analysis of how a **paragraph** contributes to the development of the ideas.<br>• Provide an analysis of how a particular **chapter** contributes to the development of the ideas.<br>• Provide an analysis of how a particular **section** contributes to the development of the ideas. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
analyze, analysis, particular sentence, particular paragraph, particular chapter, particular section, overall structures, organizational structure, contributes, development of ideas

**College- and Career-Readiness Standards for English Language Arts**

| Sixth Grade | | |
|---|---|---|
| **CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.** | | |
| **RI.6.6** | **Desired Student Performance** | |
| **Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.** | **A student should know (Prerequisite Knowledge)** <br><br> • How to determine an author's purpose when it is not explicitly stated in the text. <br> • How to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <br> • How to compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus and the information provided. <br> • How to distinguish his or her own point of view from that of the author of a text. <br> • How to identify the main purpose of a text, including what the author wants to answer, explain, or describe. | **A student should understand (Conceptual Understanding)** <br><br> • Authors develop point of view through author's style, tone, word choice, description, omission of information, inclusion of information, etc. <br> • Authors can direct readers' attention to the exact detail, opinion, idea, emotion, etc., the author wants to stress through his or her style of writing. <br> • The ways in which an author's point of view influences content and style. <br> • An author's writing is influenced by his experiences, background, and values. <br> • Authors use different points of view to offer different perceptions and to develop a |

| | **A student should be able to do (Evidence of Knowledge)** |
|---|---|
| | • Closely read, analyze and annotate a text for evidence of an author's viewpoint and how it is developed throughout the text. <br> • Provide a statement of an author's point of view in a text. <br> • Provide a state of an author's purpose in a text. <br> • Provide an explanation of how the author's point of view is conveyed in the text. <br> • Provide an explanation of how the author's purpose is conveyed in the text. |

| | | text based on the author's purpose for writing.<br><br>• An author's purpose is the reason the author is writing the text. | |
|---|---|---|---|

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
determine, author's point of view, author's purpose, explain, convey

## Sixth Grade

**CCR.R.7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

| RI.6.7 | Desired Student Performance | | |
|---|---|---|---|
| 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. | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to draw on information from multiple print and digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.<br>• How to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.<br>• How to use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, | • Interpret information and data presented visually, quantitatively, and in writing<br>• Apply information from multiple sources to understand a topic<br>• Integrate information on a topic from several texts to develop a base of knowledge on a subject (e.g., categorize/organize information, compare information, summarize from multiple texts). | • Closely read, analyze, and annotate a text for evidence to use in integrating information presented in different media or formats and in words.<br>• Demonstrate a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words).<br>• Complete a graphic organizer on a specific topic or questions, integrating information from two or more media (e.g., video, audio, web page) or formats (e.g., charts, diagrams, timelines). |

| | | | |
|---|---|---|---|
| | when, why, and how key events occur).<br>• How to explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.<br>• How to identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
integrate, information, media, formats, visually quantitatively, develop, coherent, understanding, topic, issue

## Sixth Grade

**CCR.R.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.

| RI.6.8 | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. <br> • How to describe a logical connection between particular sentences and paragraphs in a text (e.g., comparison cause/effect, fist/second/third in a sequence). <br> • How to describe how reasons support specific points the author makes in a text. <br> • How to distinguish fact from opinion. <br> • How to recognize that opinions and inferences can be supported by facts. | • Trace means to outline or delineate. <br> • Evaluate means to determine the significance of something or a judgment about something based on evidence. <br> • How to identify a speaker's claim(s) and explain how each claim is supported by the argument or arguments the speaker makes (the evidence). <br> • A speaker uses reasons, facts, statistics, details, etc. to support his or her arguments for a claim or claims. <br> • A claim is a statement of opinion the writer or speaker is trying to prove. <br> • Argument(s) is how the speaker supports his claim(s); argument is the main point or points a speaker makes to provide supporting reasons and evidence for his claim. | • Closely read, analyze, and annotate a text for evidence of claims that are supported by reasons and evidence and claims that are not. <br> • Trace the argument and/or specific claims in a text. <br> • Evaluate the argument and/or specific claims in a text. <br> • Provide a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported. <br> • Trace the author's argument and evaluate whether it is convincing based on its use of reasoning and evidence. |

| | | | |
|---|---|---|---|
| | | • Arguments to support a claim are presented in the text and supports by facts, reasons, details, examples, statistics, etc.<br>• The difference between a claim that is supported with reasons and evidence opposed to a claim that is unsupported.<br>• How to distinguish between claims that are debatable and facts or statements that are acceptable to most readers without further support.<br>• What makes evidence credible in an argument (e.g., trustworthiness and authority of the source, relevance and currency of the information).<br>• How to distinguish facts from opinions and recognize when opinions and inferences are not supported by facts or reasons<br>• The elements of an argument include claims, reasons, and evidence.<br>• How a persuasive text presents a claim and supports it with evidence using persuasive language. | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

trace, evaluate, argument, specific claims, distinguish, claims that are supported by reasons and evidence, claims that are not supported by reasons and evidence

# Sixth Grade

**CCR.R.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.

| RI.6.9 | Desired Student Performance | | |
|---|---|---|---|
| **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).** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to integrate information from several texts on the same topic to write or speak about the subject knowledgably.<br>• How to compare and contrast the most important points and key details presented in two texts on the same topic. | • Authors present information differently.<br>• How to explain similarities and differences between informational texts on the same topic (e.g., purpose, organization, main ideas, viewpoint).<br>• There are many forms of Informational text/literary nonfiction subgenres.<br>    o Exposition<br>    o Argument<br>    o Functional text<br>    o Personal essays<br>    o Speeches<br>    o Opinion pieces<br>    o Biographies<br>    o Memoirs<br>    o Journalism | • Closely read, analyze, and annotate a text for evidence that shows similarities and differences in two or more authors' presentations of the same events.<br>• Provide a comparison and contrast of one author's presentation of events with that of another (e.g., a memoir written by and biography on the same person).<br>• Create a graphic organizer to compare and contrast how each author presents information on the same topic. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
compare, contrast, presentation, events

# Sixth Grade

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

| RI.6.10 | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to self-monitor and adjust understanding of an informational text by visualizing unfamiliar situations, diagramming complex relationships, and applying skills from across the language arts.<br>• How to explain the differences between text structures (e.g., chronological, compare/contrast, problem/solution, description, process order, etc.).<br>• How to note important parts of a text.<br>• How to explain the characteristics and structural elements of different genres of informational text (e.g., | • The complexity of text increases as students progress through grade levels.<br>• An interpretive framework can be applied to works of the same genre.<br>• Literary nonfiction shares characteristics with literature but is based on fact.<br>• There are several modes of discourse (e.g., narration, description, exposition, and argument).<br>• Text structure impacts a text's meaning.<br>• Characteristics of informational text forms include:<br>    ○ Essays<br>    ○ Speeches<br>    ○ Opinion pieces | • Closely read, comprehend, take notes and annotate literary texts of increasing complexity within the Lexile range of 955–1155 for the purpose of comprehension.<br>• Analyze and explain the characteristics and devices employed by types of informational texts including literary nonfiction (e.g., essay, biography) and argument to begin to establish an interpretive framework for understanding different works.<br>• Monitor and adjust understanding of an informational text by recognizing when comprehension becomes unclear and applying |

| | | | |
|---|---|---|---|
| | argument, exposition, functional texts**).**<br>• How to analyze characteristics of different forms of informational texts including argument and literary nonfiction.<br>• How to analyze and explain the characteristics and devices employed by types of informational texts including literary nonfiction (e.g., essay, biography) and argument to begin to establish an interpretive framework for understanding different works. | o  Biographies<br>o  Memoirs<br>o  Journalism | corrective strategies automatically, including summarizing and reviewing previous points, making connections to other texts and prior knowledge, and applying skills from across the language arts. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
comprehend, literary non-fiction, scaffolding, complexity band

## Sixth Grade

**CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

| W.6.1a | Desired Student Performance | | |
|---|---|---|---|
| **Introduce claim(s) and organize the reasons and evidence clearly.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to identify a writer's claim(s) and explain how each claim is supported by the argument or arguments the speaker makes (the evidence). <br>• A writer or speaker uses reasons, facts, statistics, details, etc., to support his or her arguments for a claim or claims. <br>• A claim is a statement of opinion the writer or speaker is trying to prove. <br>• Argument(s) is how the writer or speaker supports his claim(s); argument is the main point or points a speaker makes to provide | • Claims are introduced to present the writer's opinion or position on a topic, idea, or issue. <br>• A counterclaim is an alternate or opposing claim, the opposite side of the writer's claim. <br>• Some claims attempt to convince the reader that the position the writer takes is correct. <br>• A writer presents an argument (point, reason, detail) or several arguments to provide support for his claim. <br>• Evidence is introduced to provide support for the writer's claim. <br>• Arguments should be strategically ordered from least support to greatest | • Provide an introductory claim statement about a topic, idea, or issue under study, including the title, author, and genre (TAG sentence) of the texts from which the writing is related. <br>• Complete a graphic organizer to organize the reasons and evidence to support his or her claim clearly. <br>• Separate evidence from the text into two groups: (1) evidence that supports the writer's claim or (2) evidence that supports the counterclaim. <br>• Order his or her evidence from least support to greatest support. |

supporting reasons and evidence for his claim.

- Claims must be debatable; claims must have two sides.
- There are different types of claims.
  - o Fact or definition
  - o Cause and effect
  - o Value
  - o Solutions or policies
- Reasons and evidence must be relevant.
- There are different types of evidence.
  - o Facts
  - o Quotes
  - o Examples
  - o Statistics
  - o Expert testimony
  - o Personal/anecdotal experience
  - o Analogies
- Coherence and cohesion should be present among ideas.
- Text is organized using different structures.
  - o Sequential
  - o Compare and contrast
  - o Cause and effect

support so readers end with the strongest support in their minds.

- How to write clearly and concisely using formal English.
- Coherence and cohesion adds to the clarity of the writer's claim(s) and support.
- The structure of the text should be based on the purpose of the writing.

|  |  |  |  |
|---|---|---|---|
| | <ul><li>○ Description</li><li>○ Procedural</li><li>○ Problem and solution</li><li>• How to introduce a topic or text clearly, state an opinion, and group idea in a logical manner to support the writer's purpose.</li><li>• How to create an organization structure that lists supporting reasons for an opinion.</li></ul> | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
introduce, claim, argument, counterclaim, organize, least support, greatest support, reasons, evidence, debatable

## Sixth Grade

**CCR.W.1**: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

| W.6.1b | Desired Student Performance | | |
|---|---|---|---|
| **Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to use an appropriate standard format for giving credit to the authors they are citing, such as those from the MLA or the APA.<br>• Reasons should be logically ordered and supported by facts and/or details from the text.<br>• Support must be provided for a claim. | • How to provide clear reasons supported with relevant support from credible sources for claims will convince the reader that the writer has a well-supported interpretation of the claim.<br>• A well-written claim requires students to have a deep understanding of the topic or text.<br>• Sources are considered credible when they are trustworthy, accurate, and reliable.<br>• How to distinguish between relevant and irrelevant evidence.<br>• Evidence (arguments) should be strategically ordered from least support to greatest | • Evaluate resources for credibility and selects evidence that comes from credible sources to use in writing.<br>• Organize evidence into two groups: (1) relevant evidence or (2) irrelevant evidence.<br>• Provide clear reasons and relevant evidence from credible sources as support for claim(s).<br>• Develop an outline of claim(s) and supporting evidence to ensure understanding of the topic and/or text(s).<br>• Demonstrate an understanding of the text through writing. |

support so readers end with the strongest support in their minds.

- There are different ways to present evidence.
  - Paraphrasing
  - Quotations
  - Summary
  - Statistics (i.e., data, charts, graphs, photographs, illustrations)

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

arguments, support, claims, clear reasons, relevant evidence, credible sources, demonstrating an understanding, acknowledge, distinguish, alternate, opposing, organize, logically, topic, text

# Sixth Grade

**CCR.W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

| W.6.1c | Desired Student Performance | | |
|---|---|---|---|
| **Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically, for instance, in order to, in addition, because, therefore, since, for example, and, also). <br> • A claim is a statement of opinion the writer or speaker is trying to prove. | • Transition words assist writers in developing relationships among claims and reasons. <br> • There are several types of transition words. <br>    o Agreement, addition, similarity (as a matter of fact, equally, furthermore, of course, by the same token) <br>    o Examples, support, emphasis (in other words, to put it differently, on the positive side, on the negative side, chiefly, notably, most compelling evidence) <br>    o Effect, result, consequence (thus, accordingly, hence, in that case, for this reason, under those circumstances) <br>    o Opposition, limitation, contradiction (although this may be true, in contrast, instead, whereas, despite, | • Include precise language in writing. <br> • Include descriptive words/ phrases. <br> • Include sensory details. <br> • Use transition words to clarify relationships among claims and reasons. <br> • Include domain-specific vocabulary as appropriate to the text or topic. <br> • Include relevant warrants to the claim. |

conversely, otherwise, in spite of, on the other hand, of course…but)
- o Cause, condition, purpose (on the condition that, with this intention, with this in mind, for fear that, whenever, since, because of, while, due to, given that, provided that, in case)
- o Time, chronology, sequence (at the present time, in due time, in the meantime, after, later, prior to, straightaway, suddenly, formerly)
- o Conclusion, summary, restatement (generally speaking, all things considered, given these points, as has been noted, in summary, in conclusion, on the whole, in either case, overall)
- o Subordinating comparison (than, rather than, as much as, whereas, whichever, as long as, as soon as, by the time)
- o Subordinating concession (though, although, even though, while)
- o Subordinating condition (only if, if, unless, provided

that, assuming that, even if, lest)

- o Space, location, place (in the middle, in the foreground, in the background, here, further, beyond, alongside)
- Precise language is used to show the reader how the evidence is connected to the claim.
- Precise language uses words to convey the exact meaning.
- Descriptive words and phrases convey a clear picture of an idea.
- Sensory details are details that deal with the senses.
- Linking words and transition words help to define the relationship between the concepts by providing cohesion.
- Domain specific vocabulary consists of words that are critical in understanding the concept of specific content.
- A warrant explains how the evidence supports the claim.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
words, phrases, clauses, precise language, descriptive words/phrases, sensory details, linking words, transitional words, domain-specific vocabulary, warrants, relationships, claims, evidence, reasons

# Sixth Grade

**CCR.W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

| W.6.1d | Desired Student Performance | | |
|---|---|---|---|
| **Establish and maintain a formal style.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Formal language should not include words that are used in a casual language. (i.e., euphemisms, slang, biased language, group-specific jargon). <br> • Formal language uses correct grammar and spelling. | • The level of formality is determined by the audience. <br> • Academic writing requires a formal tone. | • Develop a response appropriate for the intended audience. <br> • Omit casual language. <br> • Use correct spelling and grammar. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
formal style, argument, support, claim, relevant evidence

# Sixth Grade

**CCR.W.1**: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

| W.6.1e | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **Provide a concluding statement or section that follows from the argument presented.** | • How to provide a concluding statement or section related to the opinion presented. <br> • Conclusions wrap up what has been discussed throughout the paper. | • Conclusions address why the reader should align with your position. <br> • Support for the argument(s) presented will convince the reader that the writer has a well-supported interpretation of the claim. | • Provide a concluding statement or section that restates the arguments presented to support the claim. <br> • Provide a concluding statement or section that addresses why the reader should align with your position. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
concluding statement/ section, arguments, support, claims

## Sixth Grade

**CCR.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.

| W.6.2a | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.** | • How to introduce a topic clearly, provide a general observation and focus, and group related information logically.<br>• How to include formatting and tools (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.<br>• How to group related information in paragraphs and sections.<br>• Topics should be narrow.<br>• Formats used to signal major divisions throughout the text.<br>  o Headings<br>  o Sections<br>• Graphics (i.e., charts, tables) provide examples for the topic.<br>• Multimedia (i.e., audio, still images, video, animation) help the reader understand the topic.<br>• | • The topic must be presented in the introduction.<br>• Ideas, concepts, and information should be organized for audience and purpose using the most effective method.<br>• Ideas can be organized using different methods.<br>  o Definition<br>  o Classification<br>  o Compare/contrast<br>  o Cause/effect<br>• The method of organization will assist in the development of the topic.<br>• The text should be formatted to help the reader understand the major divisions within the text.<br>• Graphics will help the reader understand the topic.<br>• Multimedia will help the reader understand the topic. | • Introduce a topic that is clearly developed.<br>• Organize ideas, concepts, and information using a specific organizational method and/or graphic organizer appropriate to the topic.<br>• Include specific formatting, graphics, and/or multimedia when it aids in comprehension. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
informative, explanatory, introduce, topic, ideas, general observation and focus, concepts, related information, logically, organization, definition, classifications, comparison, contrast, cause, effect, formatting, graphics, multimedia, comprehension

# Sixth Grade

**CCR.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.

| W.6.2b | Desired Student Performance | | |
|---|---|---|---|
| **Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>• Definitions provide statements of the exact meaning of a word.<br>• Concrete details are facts that come from the source.<br>• Quotations are words taken from a text or speech and repeated by someone other than the original speaker.<br>• Examples are a model or pattern of something that can be imitated. | • Developing a topic will help the reader to understand what the writer is trying to convey.<br>• Relevant facts connected to the topic will aid the reader in comprehending the information the writer is presenting.<br>• Relevant means to be closely connected or appropriate to the context.<br>• Concrete details about the topic will aid the reader in comprehending the information the writer is presenting.<br>• Quotations about the topic will aid the reader in comprehending the information the writer is presenting.<br>• Examples that are relevant to the topic will aid the reader in comprehending the information the writer is presenting. | • Develop the main point(s) (body) of the paper by including relevant facts, definitions, concrete details, quotations or other information and examples retrieved from resources that support the main focus of his paper. |
| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**<br>topic, relevant facts, definitions, concrete details, quotations, examples | | | |

# Sixth Grade

**CCR.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.

| W.6.2c | Desired Student Performance | | |
|---|---|---|---|
| Use appropriate transitions to clarify the relationships among ideas and concepts. | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially, another, for example, also, because, and, more, but). | • Transitions unify writing into a whole piece.<br>• Transitions connect ideas and paragraphs.<br>• Transitions connect corresponding paragraphs.<br>• Transition words assist writers in developing relationships among claims and reasons.<br>• There are several types of transition words.<br>   o Agreement, addition, similarity (as a matter of fact, equally, furthermore, of course, by the same token)<br>   o Examples, support, emphasis (in other words, to put it differently, on the positive side, on the negative side, chiefly, notably, most compelling evidence)<br>   o Effect, result, consequence (thus, accordingly, hence, in | • Include transitions that provide logical connections in writing.<br>• Build ideas and paragraphs from a smaller point to a larger point.<br>• Show that one paragraph refers to another.<br>• Clearly show the relationships among ideas and concepts. |

|  |  | that case, for this reason, under those circumstances)<br>○ Opposition, limitation, contradiction (e.g., although this may be true, in contrast, instead, whereas, despite, conversely, otherwise, in spite of, on the other hand, of course…but).<br>○ Cause, condition, purpose (e.g., on the condition that, with this intention, with this in mind, for fear that, whenever, since, because of, while, due to, given that, provided that, in case).<br>○ Time, chronology, sequence (e.g., at the present time, in due time, in the meantime, after, later, prior to, straightaway, suddenly, formerly)<br>○ Conclusion, summary, restatement (generally speaking, all things considered, given these points, as has been noted, in summary, in conclusion, on the whole, in either case, overall)<br>○ Subordinating comparison (e.g., than, rather than, as much as, whereas, |  |
|---|---|---|---|

|  |  |  |  |
|---|---|---|---|
|  |  | whichever, as long as, as soon as, by the time). | |
|  |  | ○ Subordinating concession (e.g., though, although, even though, while). | |
|  |  | ○ Subordinating condition (e.g., only if, if, unless, provided that, assuming that, even if, lest). | |
|  |  | ○ Space, location, place (e.g., in the middle, in the foreground, in the background, here, further, beyond, alongside). | |
|  |  | • Transitions help readers understand how ideas and paragraphs work together. | |
|  |  | • Transitions help readers understand that ideas and paragraphs reference one another. | |
|  |  | • Transitions help readers understand that ideas build from a small point to a larger point. | |
|  |  | • Transitions create logical progressions for the reader to help the writer get the point across. | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
appropriate, transitions, clarify, relationship, ideas, concepts

## Sixth Grade

**CCR.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.

| **W.6.2d** | **Desired Student Performance** | | |
|---|---|---|---|
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Precise language is language that uses the right words to convey the exact message. <br>• Domain-specific vocabulary includes words that are specific to certain domain/ area. | • Precise language will help the reader understand the writer's topic. | • Include language that is specific to the writer's topic, audience, and purpose. <br>• Include domain-specific vocabulary to inform or explain the writer's topic. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
precise language, domain-specific vocabulary, inform, audience, purpose for writing

## Sixth Grade

**CCR.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.**

| W.6.2e | Desired Student Performance | | |
|---|---|---|---|
| **Establish and maintain a formal style.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Formal language should not include words that are used in a casual language. (i.e., euphemisms, slang, biased language, group-specific jargon). <br> • Formal language uses correct grammar and spelling. | • The level of formality is determined by the audience. <br> • Academic writing requires a formal tone. | • Develop a response appropriate for the intended audience. <br> • Omit casual language. <br> • Use correct spelling and grammar. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
informative/explanatory, concepts, selection, organization, analysis, relevant content, formal style

## Sixth Grade

**CCR.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.**

| W.6.2f | Desired Student Performance | | |
| --- | --- | --- | --- |
| **Provide a concluding statement or section that follows from the information or explanation presented.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to provide a concluding statement or section related to the information presented. | • Conclusions wrap up what has been discussed throughout the paper.<br>• The concluding section should support the information presented. | • Include a concluding statement or section that supports the topic and the points discussed throughout the paper. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
concluding statement, concluding section, support, information, explanation

## Sixth Grade

**CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

| W.6.3a | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to orient the reader by establishing a situation and introducing a narrator and/or characters.<br>• How to organize an event sequence that unfolds naturally.<br>• How to write a narrative in which he or she recounts a well-elaborated event or short sequence of events; includes details to describe actions, thoughts, and feelings; uses temporal words to signal event order; and provides a sense of closure.<br>• A narrative tells a story.<br>• A narrator is the person who tells the story of events.<br>• A narrative includes a setting, characters, and a plot. | • Establishing a context will let the reader know what the narrative is about.<br>• Organizing an event sequence that unfolds naturally and logically will allow the reader the opportunity to become engaged in the story.<br>• Students can begin narratives in a variety of ways (e.g., with a statement by one of the characters, a detailed description of a place, a question by a character of the narrator, a thought of one of the characters or narrator, description of an action by a character, with a sound effect and description, a flashback). | • Complete a graphic organizer to plan the context, setting, introduce the characters, and logically sequence the plot.<br>• Develop an engaging context to hook the reader into the narrative.<br>• Determine to begin the narrative.<br>• Introduce the narrator and characters.<br>• Organize an event sequence that unfolds naturally and logically. |

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| | • The plot of a narrative is made up of the events that take place in a story (e.g., the exposition, rising acting, conflict, climax, turning point, falling action, solution/resolution).<br>• The conflict is the central problem that drives the action of a narrative.<br>• The setting of a narrative is the time and place in which the events of the narrative take place.<br>• The characters of a narrative are the people, animals, or other things in the story. | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
engage, orient establish a context, introduce, narrator, characters, event, sequence, logically, effective technique, relevant descriptive details, well-structured event sequences

# Sixth Grade

**CCR.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

| W.6.3b | Desired Student Performance | | |
|---|---|---|---|
| | A student should know (Prerequisite Knowledge) | A student should understand (Conceptual Understanding) | A student should be able to do (Evidence of Knowledge) |
| Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | • How to use narrative techniques such as dialogue, description, and pacing, to develop experiences and events.<br>• Narrative techniques include dialogue, pacing, and description.<br>• Dialogue is a conversation between two or more people.<br>• Pacing is the manipulation of time.<br>• Pacing moves the events of the narrative forward.<br>• Description is a way to give details about events, people, and experiences.<br>• How to use dialogue and descriptions of actions, thoughts, and feelings to develop characters. | • Narrative techniques such as dialogue, description, and pacing, assist in developing complex characters.<br>• Dialogue, pacing, and description work together and/or individually to drive the action and push the plot toward a resolution/solution.<br>• Pacing is important to a narrative to assist the development of the plot by allowing the events to flow naturally.<br>• Description provides a spoken or written representation of a person, experience, or an event.<br>• Dialogue is important to the development of the character and events in a narrative. | • Include techniques such as dialogue, pacing, and description to develop the characters' experiences.<br>• Include techniques such as dialogue, pacing, and description to develop the events in the plot.<br>• Include techniques such as dialogue, pacing, and description to develop complex characters.<br>• Focus on a short period for the narrative that allows the student to develop the experiences, events, and characters in a complex, engaging manner.<br>• Include pacing that allows the events and experiences to flow and unfold naturally.<br>• Include detailed description in order to provide the |

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| | • How to use narrative techniques such as dialogue, description, and pacing, to show the responses of characters to situations. | | reader a visual image of the events, experiences, and or characters in the story. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
narrative techniques, dialogue, pacing, description, experiences, events, characters, effective technique, descriptive details, well-structured sequences

# Sixth Grade

**CCR.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

| W.6.3c | Desired Student Performance | | |
|---|---|---|---|
| **Use variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Transition words, phrases, and clauses connect ideas and paragraphs.<br>• Transitional words will signal exceptions, time, repetition, summary, or conclusion, emphasis, or give examples.<br>• Sequencing is the order in which things happen. | • Transitions unify writing into a whole piece.<br>• Transitions connect ideas and paragraphs.<br>• Transitions connect corresponding paragraphs.<br>• Transition words assist writers in developing relationships among claims and reasons.<br>• There are many transition words that convey sequence, time, chronology (e.g., after, as soon as, before, initially, now, immediately, meanwhile, when we finished, soon after, before long, suddenly, later on).<br>• Transitions help readers understand how ideas and paragraphs work together.<br>• Transitions help readers understand that ideas and | • Include a variety of transition words, phrases, and/or clauses that provide logical transitions in their writing.<br>• Annotate his or her writing for inclusion of transitions that link one event and/or paragraph to another are included.<br>• Annotate his or her writing for inclusion of signal shifts from one time frame to another to ensure the plot is moving forward.<br>• Include signal shifts to introduce a flashback if appropriate to the context of the narrative.<br>• Use transition words to link one setting to another in appropriate to the context of the narrative. |

| | | | |
|---|---|---|---|
| | | paragraphs reference one another.<br>• Transitions help readers understand that narratives build from a small point to a larger point.<br>• Transitions create logical progressions for the reader in order to help the writer get the point across.<br>• A flashback occurs when a writer interrupts a sequenced narrative to include an event from an earlier time.<br>• Effectively inserting a flashback signals a time shift from one time frame to another.<br>• A narrative can have more than one setting. | • Give and receive peer feedback on the inclusion of transitions to signal shifts from one time frame to another.<br>• Give and receive peer feedback on the inclusion of transitions to signal shifts from one setting to another setting. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
variety, transition words/phrases/clauses, convey, sequence, signal shifts, time frame, flashback, setting

# Sixth Grade

**CCR.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

| W.6.3d | Desired Student Performance | | |
|---|---|---|---|
| | A student should know (Prerequisite Knowledge) | A student should understand (Conceptual Understanding) | A student should be able to do (Evidence of Knowledge) |
| **Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.** | <ul><li>How to use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>How to provide a sense of closure in a narrative.</li><li>Precise language is language that uses the right words to convey the exact message.</li><li>Descriptive details convey a clear picture of an idea.</li><li>Sensory details are details that deal with the senses.</li></ul> | <ul><li>Writers should choose precise words based on the effect they want to achieve in the reader.</li><li>Choosing words for their specific connotations assists the reader in determining the mood of the passage and the tone of the writer.</li><li>Tone is how the author chooses to present the writing (e.g., style, word choice).</li><li>There are many possible tones a writer can use (e.g., serious, humorous, amused, angry, playful, neutral, ironic, suspicious, witty).</li><li>Mood is the feeling a piece of literature evokes in a reader.</li><li>There are many possible moods a reader can feel (e.g., optimistic, gloomy, happy,</li></ul> | <ul><li>Include words that are precise to convey experiences and events and evoke feelings in the reader.</li><li>Include relevant descriptive details to convey experiences and events.</li><li>Include sensory language to help create an image in the reader's mind of experiences and events in the narrative.</li><li>Annotate his or her writing for precise words, descriptive details, and sensory language.</li><li>Give and receive peer feedback on the inclusion of precise words, descriptive details, and sensory language.</li></ul> |

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peaceful, sorrowful, mournful).
- Precise language will help the reader understand the writer's topic.
- Descriptive details provide a spoken or written representation of a person, experience or an event.
- Sensory details create visual images for the reader.

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**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
precise words, precise phrases, relevant descriptive details, sensory language, tone, mood, connotation, convey, experiences, events, narratives, effective technique

# Sixth Grade

**CCR.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

| W.6.3e | Desired Student Performance | | |
|---|---|---|---|
| **Provide a conclusion that follows from the narrated experiences or events.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to provide a conclusion that follows the narrated experiences or events. | • Conclusions inform the reader of the resolution or solution. <br> • A conclusion brings the narrative to a close (e.g., shows what was learned through the experience or event by the narrator or another character, connects the event to a larger meaning, provides a reflection of the experience or event). | • Include a concluding statement or section that follows from the narrated events or experiences and brings the narrative to a close. <br> • Give and receive peer feedback on the inclusion of an appropriate conclusion. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
provide, conclusion, narrated experiences, narrated events

# Sixth Grade

**CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

| **W.6.4** | **Desired Student Performance** | | |
|---|---|---|---|
| **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Coherent writing is logically ordered, well-organized, and connected, and easy to understand.<br>• Text structure is how the information within the text is written or organized.<br>   o Narration<br>   o Description<br>   o Process<br>   o Definition<br>   o Division and classification<br>   o Compare and contrast<br>   o Analogy<br>   o Cause and effect<br>• A writer's style is the way he or she chooses language to convey ideas.<br>• Style includes the author's voice, tone, and word choice.<br>• A task is an assigned piece of work to be completed. | • The assigned task must be addressed in the writing.<br>• Considering the purpose of the writing will assist the writer in the organization of the writing.<br>• Determining the audience will be helpful when developing the subject. | • Present writing in a clear, coherent manner.<br>• Address the assigned task.<br>• Use language appropriate to the task, purpose, and audience.<br>• Give and receive peer feedback on development, organization, style, task purpose, audience for a variety of pieces of writing. |

**College- and Career-Readiness Standards for English Language Arts**

|  | | | |
|---|---|---|---|
|  | <ul><li>There must be a purpose for writing.<ul><li>Entertain</li><li>Inform/explain</li><li>Express feelings/ideas</li><li>Persuade</li><li>Description</li></ul></li><li>Audience refers to the intended readers of the piece or listeners to the piece.</li><li>Attending to the audience and purpose assists the reader in determining appropriate language (formal, informal).</li></ul> |  |  |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
produce, clear and coherent writing, development, organization, style, appropriate, task, purpose, audience, formal, informal

# Sixth Grade

**CCR.W.5: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.**

| W.6.5 | Desired Student Performance | | |
|---|---|---|---|
| **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.)** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • A peer is someone who is of equal standing.<br>• The steps of writing include planning, revising, editing, re-writing, or trying a new approach.<br>• Planning allows the student the opportunity to gather ideas, brainstorm, and map out thoughts and make decisions about the content of a piece.<br>• Revising is altering something that has already been written or printed in order to improve, update or make corrections.<br>• Editing is correcting written work, checking for grammar, spelling, or punctuation errors. | • Receiving guidance and support from peers and adults will help the development of and strengthen the writing by giving the writer an opportunity to write for an audience.<br>• Using the writing process will help develop the writer's piece.<br>• Using the writing process will help strengthen the writer's writing. | • Ask for and receive guidance and support from peers and adults for pieces of writing.<br>• Make change to pieces of writing, based on the feedback from peers and teachers to strengthen writing.<br>• Demonstrate command of the conventions of standard English grammar and usage.<br>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.<br>• Request peer or adult feedback on the conventions of standard English and edit pieces of writing accordingly.<br>• Demonstrate knowledge of language and its conventions. |

| | | | |
|---|---|---|---|
| | <ul><li>How to use the command of the conventions of standard English grammar and its usage.</li><li>How to use the conventions of standard English capitalizations, punctuation, and spelling.</li><li>Have knowledge of language.</li><li>Rewriting is to write again.</li><li>Audience refers to the people who will read the writer's response.</li><li>The purpose is the reason the writer writes a piece.</li></ul> | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
guidance, support, peers, adults, develop, strengthen writing, planning, revising, editing, rewriting, new approach

## Sixth Grade

**CCR.W.6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.**

| W.6.6 | Desired Student Performance | | |
|---|---|---|---|
| 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. | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Technology consists of electronic and web-based tools and applications used to access, analyze, and evaluate information.<br>• The Internet is a global system of interconnected computer networks.<br>• Produce means to create something.<br>• Publish is the final step in the writing process then the writer shares the work with others.<br>• To collaborate means to work cooperatively with others.<br>• Keyboarding skills are necessary for using both word processing software and database software. | • The student's writing will be produced using technology (e.g., PowerPoint, Prezi,).<br>• The student's writing will be published through technology (e.g., classroom blogs, classroom webpages).<br>• Collaborating with others provides many positive opportunities for students (e.g., make and receive suggestions, assist others and receive assistance, coproduce products and tasks). | • Produce writing using technology.<br>• Publish writing through technology.<br>• Collaborate with others to retrieve information and/or publish information. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
technology, Internet, produce, publish, collaborate, demonstrate, sufficient command of keyboarding skills, single sitting

## Sixth Grade

**CCR.W.7: Conduct short as well as more sustained research projects based on focused quotations, demonstrating understanding of the subject under investigation.**

| W.6.7 | Desired Student Performance | | |
|---|---|---|---|
| **Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to conduct short research projects, using several sources to build knowledge through investigation of different aspects of a topic.<br>• A research project is an organized study to discover facts about a particular topic.<br>• Sources are people, places, or things that provide information.<br>• An inquiry is a request for information. | • Researching a topic will answer questions that the reader may have.<br>• Using several sources will provide more support for the research topic.<br>• Several sources will help verify answers to the research inquiry.<br>• The inquiry of the research may need to be refocused based on the information that is found.<br>• How to use an appropriate standard format for giving credit to the authors they are citing, such as those from the MLA or the APA. | • Conduct short research projects that answer a question.<br>• Use several sources when conducting research (e.g., websites, digital encyclopedia, journals, books).<br>• Refocus the inquiry of the research based on information found.<br>• Correctly, cite sources using an appropriate standard format.<br>• Use a graphic organizer to organize and maintain the information from resources. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
conduct, research project, several sources, refocusing, inquiry

## Sixth Grade

**CCR.W.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.**

| W.6.8 | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to recall relevant information from experiences or gather relevant information from print and digital sources.<br>• Digital sources are sources that are available in electric form, readable and manipulated by computer.<br>• How to summarize or paraphrase information in notes and finished work.<br>• How to provide a list or sources.<br>• How to quote a source correctly within his or her writing. | • Information can be gathered from print and digital sources.<br>• Sources are considered credible when they are trustworthy, accurate, and reliable.<br>• Paraphrase means to rephrase an author's idea in different words.<br>• Information from sources should be used without plagiarizing.<br>• Plagiarism is the use of ideas or writings of another author, representing them as one's original work.<br>• Providing bibliographic information about sources will give the author of the information credit. A quote is a repeat or copy of someone else's statement or thoughts. | • Gather information from several print and digital sources.<br>• Assess the credibility of the source by the author, the author's purpose, and the date of the information.<br>• Quote directly from a source and provide credit to the author by providing basic bibliographic information using an appropriate standard format.<br>• Paraphrase information from others while avoiding plagiarism and providing basic bibliographic information using an appropriate standard format. |

| | | | |
|---|---|---|---|
| | | • Bibliographic information consists of sources that are consulted by a writer while conducting research.<br>• Credible sources are sources worthy of confidence or belief.<br>• Students utilize an appropriate standard format for giving credit to the authors they are citing, such as those from the MLA or the APA. | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
multiple print sources, digital sources, credibility, quote, paraphrase, plagiarism, bibliography

College- and Career-Readiness Standards for English Language Arts

## Sixth Grade

**CCR.W.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.**

| W.6.9a | Desired Student Performance | | |
|---|---|---|---|
| **Apply grade 6 Reading standards to literary texts (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").** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **to do (Evidence of Knowledge)** |
| | • A student should be able to compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.<br>• How to describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text.<br>• Evidence is information that shows, proves, or gives reasons for making a judgment.<br>• Literary texts are written works such as a novel, poem, or play.<br>• Support is used to show that an idea, statement, or theory is true or correct.<br>• Analysis means to separate into parts in order to | • Evidence to support analysis, reflection, or research must be retrieved from literary texts. | • Provide a written response to questions based on Reading for Literature Standards 2-9.<br>• Support written responses to questions based on Reading for Literature Standard 1.<br>• Include evidence from literary texts that supports analysis, reflection, and research. |

| | | | |
|---|---|---|---|
| | determine what something is or how it works.<br>• Reflection is to consider the thoughts on a topic or literary work.<br>• Research means the careful investigation or study of a topic.<br>• Students should have knowledge of grade 6 reading standards to literature. | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
evidence, literary texts, informational texts, support, analysis, reflection, research, reading standards to literature

## Sixth Grade

**CCR.W.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.

| W.6.9b | Desired Student Performance | | |
|---|---|---|---|
| **Apply grade 6 Reading standards to literary nonfiction and/or informational texts (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").** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).<br>• Evidence is information that shows, proves, or gives reasons for making a judgment.<br>• Informational texts are written selections intended to explain an idea, topic, or process.<br>• Support is used to show that an idea, statement, or theory is true or correct.<br>• Analysis means to separate into parts to determine what something is or how it works.<br>• Reflection means to consider the thoughts on a topic or literary work. | • Evidence to support analysis, reflection, or research must be retrieved from informational texts. | • Provide a written response to questions based on Reading for Literature and Reading for Information Standards 2–9.<br>• Support written responses to questions based on Reading for Information Standard 1.<br>• Include evidence gather from informational texts that supports analysis, reflection, and research. |

| | | | |
|---|---|---|---|
| | <ul><li>Research is the careful investigation or study of a topic.</li><li>Students should have knowledge of grade 6 reading standards to literary nonfiction.</li></ul> | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

evidence, literary texts, informational texts, support, analysis, reflection, research, reading standards to literary nonfiction

## College- and Career-Readiness Standards for English Language Arts

| Sixth Grade | | | |
|---|---|---|---|
| **CCR.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.** | | | |
| **W.6.10**<br><br>**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.** | **Desired Student Performance** | | |
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Routine is a sequence of actions regularly followed.<br>• Time frames are intervals of time.<br>• Research is the careful investigation or study of a topic.<br>• Reflection is done to consider the thoughts on a topic or literary work.<br>• Revision is a step in the writing process used to correct or improve the original work**.**<br>• Single sitting is a limited period of activity without stopping.<br>• Discipline-specific tasks are tasks related to a specific branch of knowledge.<br>• Purpose is the intended or desired result of a piece of written or spoken material.<br>• Audiences are the people for whom a selection is written or performed. | • Writing should be done regularly.<br>• Writing will have to be produced during different time frames.<br>• Writing will be produced for a range of discipline-specific tasks.<br>• Writing will be produced for a range of purposes.<br>• Writing will be produced for a range of audiences. | • Write routinely over extended time frames and shorter time frames.<br>• Produce writing for a range of discipline-specific tasks.<br>• Produce writing for a range of purposes.<br>• Produce writing for a range of audiences. |
| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**<br>routinely, extended time frames, shorter time frames, discipline-specific tasks, purposes, audiences | | | |

## Sixth Grade

**CCR.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.**

| SL.6.1a | Desired Student Performance | | |
| --- | --- | --- | --- |
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **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.** | • A good communicator is able to express his or her ideas effectively and listen actively.<br>• How to come to discussions prepared, having read required material.<br>• How to use evidence to support ideas shared in a discussion. | • Sometimes it is necessary to prepare for a discussion by researching the topic, text, or issue to be discussed.<br>• Reading required material prepares them for discussion of the text.<br>• How to identify key ideas from researched material on the topic, text, or issue under discussion.<br>• How to use evidence to support ideas shared in a discussion.<br>• How to formulate comments, questions, and responses on ideas under discussion. | • Provide evidence of reading/studying required material through note-taking and/or annotation of the text.<br>• Participate in discussions on the required material, citing evidence from the text to support comments on the text.<br>• Ask questions that require a deeper probing of ideas presented in the text.<br>• Provide comments that offer a differing perspective or reflection of the topic or ideas under discussion.<br>• Develop comments, questions, and responses based on evidence. |
| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**<br>discussion, evidence, probe | | | |

## Sixth Grade

**CCR.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.**

| SL.6.1b | Desired Student Performance | | |
|---|---|---|---|
| Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to follow agreed-upon rules of a collegial discussion.<br>• How to define individual roles for group discussions. | • The importance of setting goals and deadlines for collegial discussions. | • Continually demonstrate the ability to follow established rules for participating in collegial discussions (e.g., listen actively and attentively, do not monopolize discussion, ask for clarification, respect every member)<br>• Within a collegial discussion, remain on task and achieve the instructional goal(s) set forth by the teacher within the established time frame.<br>• Participate in small-group discussions and effectively carry out assigned role (e.g., leader, recorder, reporter, illustrator, time keeper). |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
collegial, discussion, goals, deadlines, roles

# Sixth Grade

**CCR.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.

| SL.6.1c | Desired Student Performance | | |
|---|---|---|---|
| **Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to pose and respond to specific questions. | • How to elaborate on a topic by making comments that contribute to the topic, text, or issue under discussion. | • In a one-on-one, small-group, or whole-group setting, ask questions about a topic, text, or issue under discussion that require classmates to elaborate on their answers by providing specific details from the text.<br>• In a one-on-one, small-group, or whole-group setting, answer questions about a topic, text, or issue under discussion by elaborating on specific details found in the text. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
pose, respond, elaboration, topic, text, issue, discussion

**College- and Career-Readiness Standards for English Language Arts**

<table>
<tr><td colspan="4" align="center"><b>Sixth Grade</b></td></tr>
<tr><td colspan="4"><b>CCR.SL.1:</b> 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.</td></tr>
<tr><td><b>SL.6.1d</b><br><br><b>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b></td><td colspan="3" align="center"><b>Desired Student Performance</b></td></tr>
<tr><td></td><td align="center"><b>A student should know (Prerequisite Knowledge)</b></td><td align="center"><b>A student should understand (Conceptual Understanding)</b></td><td align="center"><b>A student should be able to do (Evidence of Knowledge)</b></td></tr>
<tr><td></td><td>
<ul><li>How to identify key ideas and details gained from discussions.</li></ul>
</td><td>
<ul><li>Group discussions can be a powerful way to gain new understanding.</li><li>Reflecting and paraphrasing information helps you better understand the key ideas expressed in a discussion.</li><li>Paraphrasing means to express the meaning of another person's writing and/or speaking using different words.</li></ul>
</td><td>
<ul><li>In one-on-one, small-group, or whole-group settings, a student reviews the key ideas of a text expressed by classmates.</li><li>In one-on-one, small-group, or whole-group settings, a paraphrase other classmates' ideas and perspectives.</li><li>In one-on-one, small-group, or whole-group settings, reflect on others' ideas and affirm or adjust his or her own ideas.</li></ul>
</td></tr>
<tr><td colspan="4"><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b><br>reflection, paraphrasing, key ideas, perspectives, discussion</td></tr>
</table>

# Sixth Grade

**CCR.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

| SL.6.2 | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to summarize a written text orally. <br> • How to summarize information presented through various forms of media and various formats (visually, quantitatively, orally). <br> • How to paraphrase portions of a read-aloud text orally. <br> • How to paraphrase information presented through various forms of media and various formats (visually, quantitatively, orally). <br> • How to determine the main ideas and supporting details of a read-aloud text. <br> • How to determine the main idea and supporting details of information presented in various media and formats | • By interpreting information presented in diverse media and formats, you develop a stronger understanding of the topic, text, or issue under study. <br> • Interpreting information requires students to attend closely to the format in which the information is presented. <br> • Interpreting information means explaining what the information means. <br> • Diverse media and formats refer to the different types of media and formats available. <br> ◦ Visual (e.g., video clips, graphics, diagrams, photographs, illustrations, digital storytelling, web page, blog, images, political cartoons, maps, magazines, timelines) | • Explain the main idea and details of the information presented through various media and formats (visually, quantitatively, orally). <br> • Participate in a discussion of how information presented in diverse media and formats contributes to topic, text, or issue under study. <br> • Summarize the information presented in diverse media and formats. <br> • Discuss and explain how visual, quantitative, and oral formats contribute differently to a topic, text, or issue. <br> • Paraphrase the information presented in diverse media and formats. |

| | | | |
|---|---|---|---|
| | (e.g., visually, quantitatively, orally).<br>• How to recount or describe key ideas and details from a read-aloud text.<br>• How to recount or describe key ideas and details from information presented orally or through other media. | ○ Quantitative (e.g., bar graphs, line graphs, pie charts, box plots, tables, spreadsheets, histograms)<br>○ Orally (e.g., discussion, interview radio, television, teleconference, presentations, speeches, audio recordings). | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
interpret, diverse media and formats, visually, quantitatively, orally, contributes, topic, text, issue

# College- and Career-Readiness Standards for English Language Arts

## Sixth Grade

**CCR.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence or rhetoric.**

| SL.6.3 | Desired Student Performance | | |
|---|---|---|---|
| **Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to identify a speaker's claim(s) and explain how each claim is supported by the argument or arguments the speaker makes (the evidence). <br> • A speaker uses reasons, facts, statistics, details, etc., to support his or her arguments for a claim or claims. <br> • A claim is a statement of opinion the writer or speaker is trying to prove. <br> • Argument(s) is how the speaker supports his claim(s); argument is the main point or points a speaker makes to provide supporting reasons and evidence for his claim. | • Delineate means to outline, trace, or describe. <br> • The difference between a claim that is supported with reasons and evidence opposed to a claim that is unsupported. | • Provide an outline of a speaker's claim and supporting arguments (points). <br> • Provide an explanation of whether or not a claim is supported by reasons and evidence. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
delineate, argument, claim, distinguish, supported claim, unsupported claim, evidence

# Sixth Grade

**CCR.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.**

| SL.6.4 | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to report on a topic or present an opinion in an organized manner.<br>• How to sequence ideas logically.<br>• How to use appropriate facts and relevant, descriptive details to support main ideas or themes.<br>• How to speak clearly at an understandable pace.<br>• How to tell a story in an organized manner, using appropriate facts and relevant, descriptive details to support main idea or theme.<br>• How to recount an experience in an organized manner. | • How to plan and deliver presentations.<br>• How to sequence ideas logically.<br>• The importance of separating pertinent information from impertinent information when presenting claims and findings.<br>• Pertinent refers to whether or not the description, facts, and details clearly relate to or are relevant to the claim or findings under discussion.<br>• Accentuating a main idea or theme means to present information that emphasizes a main idea or theme by using details, facts, gestures, and body language.<br>• The importance of using appropriate eye contact, adequate volume, and clear pronunciation. | • Orally present claims and findings, sequencing ideas logically.<br>• Use pertinent description, facts, and details to support their claims.<br>• Distinguish between information that in pertinent to a claim or finding and information that is impertinent.<br>• Use appropriate eye contact, adequate volume, and clear pronunciation. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

present claims, present findings, sequencing, logically, pertinent, description, fact, detail, accentuate, main idea, themes, appropriate eye contact, adequate volume, clear pronunciation

## Sixth Grade

**CCR.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

| SL.6.5 | Desired Student Performance | | |
|---|---|---|---|
| **Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Adding multimedia (e.g., graphics, sound) and visual displays to a presentation can enhance the development of main ideas or themes.<br>• How to create engaging audio recordings of stories and poems that demonstrate fluid reading at an understandable pace.<br>• How to add visual displays to a presentation to emphasize or enhance certain facts or details. | • Including multimedia and visual components can help the audience understand the main idea and key details of his or her report.<br>• How to select appropriate multimedia components (graphics, images, music, sound, etc.) that best clarify information in a presentation.<br>• How to select appropriate visual displays that best clarify information in a presentation. | • Select multimedia components that add clarity to oral presentations.<br>• Create a presentation including multimedia components to clarify information presented orally.<br>• Design and create a visual display to include in an oral presentation to clarify the information presented. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
multimedia, components, graphics, images, music, sound, visual displays, presentations, clarify, information

**College- and Career-Readiness Standards for English Language Arts**

| Sixth Grade |
|---|

| CCR.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
|---|

| SL.6.6 | Desired Student Performance | | |
|---|---|---|---|
| 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.) | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to identify formal and informal settings. <br> • The qualities of formal and informal speech. <br> • How to differentiate between contexts or situations that call for formal English and contexts or situations where informal English is appropriate. <br> • How to speak in complete sentence when asked to provide requested details, information, or clarification. | • Language should be adjusted depending on audience and the specific occasion, context or task. <br> • How to determine if formal or informal English is appropriate in a given setting and audience. | • Appropriately adapt speech for a variety of contexts and tasks. <br> • Based on audience, context, and task, determine when formal or informal language should be used. <br> • Demonstrate correct usage of formal English when indicated. |

| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:** <br> adapt, speech, variety, contexts, tasks, formal English, appropriate, situation |
|---|

# College- and Career-Readiness Standards for English Language Arts

## Sixth Grade

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

| L.6.1a | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **Ensure that pronouns are in the proper case (subjective, objective, possessive).** | • A pronoun is a word used in place of a noun.<br>• A personal pronoun takes the place of a person or people (e.g., I, me, etc.).<br>• A possessive pronoun shows ownership of something (e.g., mine, ours, yours, etc.).<br>• The noun that the pronoun is replacing is called the antecedent. | • A pronoun's function in a sentence determines which case to use.<br>• Pronouns in the subjective case are used as subjects.<br>• Pronouns in the objective case are used as objects of a verb or preposition.<br>• Pronouns in the possessive case express ownership and do not use apostrophes.<br>• Appropriate pronoun usage is essential to the enrichment of conventional language. | • Correctly use pronouns in the proper case. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
ensure, pronoun, proper case, subject pronoun, object pronoun, possessive pronoun, apostrophe

## Sixth Grade

| CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. | | | |
|---|---|---|---|
| **L.6.1b** <br><br> Use intensive pronouns (e.g., myself, ourselves). | **Desired Student Performance** | | |
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • A pronoun is a word used in place of a noun. <br> • The noun that the pronoun is replacing is called the antecedent. <br> • A reflexive pronoun (e.g., myself, ourselves, etc.) is a pronoun that refers back to the subject of the sentence or clause. | • Intensive pronouns are formed by using a personal pronoun and adding the suffix "-self" or "-selves" to it. <br> • Intensive pronouns are used to add emphasis to another noun or pronoun. <br> • Intensive pronouns can be removed from a sentence without changing the meaning of the sentence. <br> • Appropriate pronoun usage is essential to the enrichment of conventional language. | • Correctly use intensive pronouns. |
| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:** <br> pronoun, noun, antecedent, personal pronoun, reflexive pronoun, intensive pronoun | | | |

# Sixth Grade

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

| L.6.1c | Desired Student Performance | | |
|---|---|---|---|
| **Recognize and correct inappropriate shifts in pronoun number and person.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • A pronoun is a word used in place of a noun.<br>• The noun that the pronoun is replacing is called the antecedent.<br>• A pronoun must agree in gender and number with its antecedent. | • A shift in pronoun number occurs when a pronoun and its antecedent do not agree in number (singular or plural).<br>• To correct an inappropriate shift in pronoun number, change either the antecedent or the pronoun to the appropriate number.<br>• A shift in pronoun person occurs when the pronoun and antecedent do not agree in person (e.g., first, second, or third person).<br>• To correct an inappropriate shift in pronoun person, change either the antecedent or the pronoun to the appropriate person.<br>• Appropriate pronoun usage is essential to the enrichment of conventional language. | • Recognize and revise inappropriate shifts in pronoun and person.<br>• Correctly use pronouns and antecedents. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

pronoun, noun, antecedent, gender, number, shift, pronoun number, singular, plural, pronoun person, first-person pronoun, second-person pronoun, third-person pronoun

**College- and Career-Readiness Standards for English Language Arts**

<table>
<tr><td colspan="4"><h2 style="text-align:center">Sixth Grade</h2></td></tr>
<tr><td colspan="4"><b>CCR.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</td></tr>
<tr>
<td><b>L.6.1d</b><br><br><b>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b></td>
<td colspan="3"><b>Desired Student Performance</b></td>
</tr>
<tr>
<td></td>
<td><b>A student should know (Prerequisite Knowledge)</b><br><br>• A pronoun is a word used in place of a noun.<br>• The noun that the pronoun is replacing is called the antecedent.</td>
<td><b>A student should understand (Conceptual Understanding)</b><br><br>• Pronouns help writers to avoid repetition, but when a pronoun is vague, readers have difficulty determining what or whom it refers to.<br>• A pronoun may be vague if there is more than one noun that it could refer to or if there is not a clear antecedent to which the pronoun refers.<br>• To correct a vague pronoun, you can change the vague pronoun to a noun.<br>• Appropriate pronoun usage is essential to the enrichment of conventional language.</td>
<td><b>A student should be able to do (Evidence of Knowledge)</b><br><br>• Identify and correct a vague pronoun.<br>• Demonstrate clear pronoun-antecedent agreement.</td>
</tr>
<tr>
<td colspan="4"><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b><br>pronoun, antecedent, vague pronoun, ambiguous antecedent</td>
</tr>
</table>

## Sixth Grade

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

| **L.6.1e**<br><br>**Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.** | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • The correct use of grammar and usage is essential in order for a reader to understand what you have written. | • Effective communication of ideas when writing or speaking relies on the appropriate usage of the conventions of standard English. | • Identify and correct variations of standard English in own and others' writing and speaking. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
variations, standard English, expression, conventional language, grammar, usage, communication

# Sixth Grade

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

| L.6.2a | Desired Student Performance | | |
|---|---|---|---|
| **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Commas are used to separate items in a series.<br>• Commas are used to separate an introductory element from the rest of the sentence.<br>• A comma is used to set off the words *yes* and *no*.<br>• A comma is used to set off a tag question from the rest of the sentence.<br>• A comma is used to indicate direct address.<br>• A comma is used before a coordinating conjunction in a compound sentence.<br>• Commas and quotation marks are used to mark direct speech and quotations from a text.<br>• Commas and quotation marks are used in dialogue. | • Nonrestrictive and parenthetical elements contain extra information that is interesting but not absolutely necessary to the meaning of the sentence.<br>• Commas can be used to enclose nonrestrictive and parenthetical elements from the rest of the sentence.<br>• Parenthesis can be used to set off nonrestrictive and parenthetical elements from the rest of the sentence.<br>• Dashes can be used to add emphasis, set off a new thought, or show a sudden change in thinking in a sentence. | • Use commas, parentheses, and dashes to set off nonrestrictive and/or parenthetical elements. |

| | | |
|---|---|---|
| | • Commas are used in addresses.<br>• Commas are used in greetings and closings of letters.<br>• Commas are used in dates.<br>• Commas are used to separate single words in a series. | | |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
nonrestrictive elements, parenthetical elements, commas, parenthesis, dashes, enclose, set off, emphasis, emphasize

# Sixth Grade

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

| L.6.2b | Desired Student Performance | | |
| --- | --- | --- | --- |
| **Spell correctly.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to consult reference materials, as needed, to check the spelling of a word. | • Effective communication of ideas when writing or speaking relies on the appropriate usage of the conventions of standard English. | • Spell grade-level words correctly. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
Spell, reference materials, appropriate usage

# Sixth Grade

**CCR.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.**

| L.6.3a | Desired Student Performance | | |
|---|---|---|---|
| **Vary sentence patterns for meaning, reader/listener interest, and style.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • A simple sentence contains one independent clause.<br>• A compound sentence contains two independent clauses joined by a comma and a coordinating conjunction or by a semicolon.<br>• A complex sentence contains one independent clause and one or more dependent clauses. The clauses are joined by a subordinating conjunction.<br>• When writing or speaking, sentences should be expanded, combined, or reduced for meaning, reader/listener interest, and style. A declarative sentence makes a statement.<br>• An exclamatory sentence expresses strong emotion.<br>• An interrogative sentence asks a question.<br>• An imperative sentence gives a command or makes a request. | • Varying sentence patterns when writing or speaking enhances meaning, keeps the reader/listener interested, and showcases a writer's style. | • Use various sentence patterns (e.g., simple sentences, compound sentences, complex sentences).<br>• Use different sentence patterns to fit the audience and purpose of their writing. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
sentence patterns, meaning, style, declarative sentence, exclamatory sentence, interrogative sentence, imperative sentence, simple sentence, independent clause, compound sentence, comma, coordinating conjunction, semicolon, complex sentence, dependent clause, subordinating conjunction

# Sixth Grade

**CCR.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.**

| L.6.3b | Desired Student Performance | | |
|---|---|---|---|
| **Maintain consistency in style and tone.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • The use of formal English or informal English is dependent upon the context of the audience to whom you are writing and/or speaking. | • The style and tone in writing and speaking need to align to the purpose for writing or speaking.<br>• Style refers to the way writing is put together. It refers to the choice of sentence patterns and words.<br>• Tone refers to how something is said or written. Tone shows the attitude of the writer/speaker toward his or her subject and/or reader. The tone may be serious, humorous, logical, emotional, etc.<br>• When writing or speaking, it is important to be consistent in style and tone. | • Establish a specific style and tone and maintain that style and tone throughout his piece of writing.<br>• The style and tone of a student's writing and/or speaking should match his or her purpose for communicating. |
| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**<br>formal language, informal language, audience, style, tone, maintain, consistent, consistency | | | |

## Sixth Grade

**CCR.L.4:** Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

| L.6.4a | Desired Student Performance | | |
|---|---|---|---|
| **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.** | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • Context clues are words and phrases in the text that provide hints to a word's meaning. <br> • There are several types of context clues readers can look for when trying to figure out unfamiliar words or phrases. Many of the types have signal words. <br>    o Definition (e.g., is, means, are, or) <br>    o Example (e.g., such as, like, for example) <br>    o Restatements (e.g., or, that is, in other words, which is) <br>    o Cause/effect (e.g., as a result, because) <br>    o Comparison/contrast (e.g., although, similarly, like, unlike). | • The overall meaning of a sentence or a paragraph can be used to determine the meaning of a word or phrase. <br> • A word's position and/or function in a sentence can be used to derive word meaning. | • Use the overall context of sentence or paragraph to determine the meaning of an unknown word or phrase. <br> • Use a word's position and function in a sentence to determine the meaning of an unknown word or phrase. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
context, definition, example, restatement, cause/effect, comparison/contrast, position, function

**College- and Career-Readiness Standards for English Language Arts**

# Sixth Grade

**CCR.L.4:** Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

| L.6.4b | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | • Adding an affix (prefix or suffix) to a root word forms many English words.<br>• The root of a word is its basic meaning before an affix is added.<br>• A prefix is a word part added to the beginning of a root to change its meaning.<br>• A suffix is a word part added to the end of a root to change its meaning. | • The meanings of grade-appropriate Greek or Latin roots in order to use their meanings as a clue to determine the meaning of unknown words.<br>  o Example: *aud* means "hear"<br>• The meanings of grade-appropriate Greek and Latin affixes to use their meanings as a clue to determine unknown words.<br>  o Examples:<br>    • *-ible* means "can be done"<br>    • *-ence* means "state of"<br>    • *-ory* means "quality of" | • Demonstrate knowledge of the meaning of grade-appropriate roots.<br>• Demonstrate knowledge of the meaning of grade-appropriate Greek or Latin prefixes.<br>• Demonstrate knowledge of the meaning of grade-appropriate Greek or Latin suffixes.<br>• Use Greek and Latin affixes and roots to derive word meaning. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
affix, prefix, suffix, root

# Sixth Grade

**CCR.L.4:** Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

| L.6.4c | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **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.** | • Reference materials are print or digital resources that give factual information about a word or topic. <br> • A dictionary lists words in alphabetical order. Each entry contains the word's pronunciation, part of speech, and definition(s). <br> • A glossary is an alphabetical list of words that are used in a book. The glossary also contains the word's pronunciation and part of speech, but the glossary will only provide the definition of the word as it is used in the book. <br> • A thesaurus lists synonyms and antonyms for words. | • Words can have more than one definition and can function as more than one part of speech. <br> • When reading and writing, consult a reference material to determine or clarify a word's meaning or part of speech. | • Consult a dictionary, either print or digital, to confirm the meaning of a word and to find its pronunciation and part of speech. <br> • Consult a glossary of a book, either print or digital, to find a word's pronunciation, part of speech, and to determine the word's meaning in that particular book. <br> • Consult a thesaurus, either print or digital, to find synonyms and antonyms of a word. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
reference materials, dictionary, pronunciation, part of speech, definition, glossary, thesaurus, synonym, antonym

## Sixth Grade

**CCR.L.4:** Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

| L.6.4d | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| **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).** | • How to determine the meaning of an unknown word using context clues.<br>• How to consult reference materials to determine the meaning of a word. | • Verifying the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary ensures that you are using words correctly when writing or speaking.<br>• Effective readers, writers, and speakers use knowledge of language to acquire, clarify, and appropriately use vocabulary. | • Determine the meaning of a word by checking the inferred meaning in context.<br>• Determine the meaning of a word by checking by checking the inferred meaning in a dictionary. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
verify, preliminary, inferred, context

**College- and Career-Readiness Standards for English Language Arts**

<table>
<tr><td colspan="4" align="center">**Sixth Grade**</td></tr>
<tr><td colspan="4">**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**</td></tr>
<tr><td rowspan="2">**L.6.5a**<br><br>Interpret figures of speech (e.g., personification) in context.</td><td colspan="3" align="center">**Desired Student Performance**</td></tr>
<tr>
<td align="center">**A student should know (Prerequisite Knowledge)**<br><br>• Figurative language is language that goes beyond the literal meaning of the words.<br>• How to interpret similes and metaphors in context.<br>  o A simile compares two things using the words *like* or *as*.<br>  o A metaphor compares two things by stating that one thing is other.</td>
<td align="center">**A student should understand (Conceptual Understanding)**<br><br>• Personification is a figure of speech that gives human attributes to something that is non-human.<br>• Writers use personification to create mood and to make something easier for the reader to visualize.</td>
<td align="center">**A student should be able to do (Evidence of Knowledge)**<br><br>• Interpret figures of speech in context.</td>
</tr>
<tr><td colspan="4">**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**<br>interpret, figures of speech, figurative language, literal, similes, metaphors, compare, personification, attributes, mood, visualize</td></tr>
</table>

**College- and Career-Readiness Standards for English Language Arts**

<table>
<tr><td colspan="4" align="center">**Sixth Grade**</td></tr>
<tr><td colspan="4">**CCR.L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td></tr>
<tr><td rowspan="2">**L.6.5b**

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td><td colspan="3" align="center">**Desired Student Performance**</td></tr>
<tr>
<td align="center">**A student should know (Prerequisite Knowledge)**</td>
<td align="center">**A student should understand (Conceptual Understanding)**</td>
<td align="center">**A student should be able to do (Evidence of Knowledge)**</td>
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<td>
• How to use the relationship between synonyms, antonyms, and homographs to better understand each of the words.
  o Synonyms are words that have the same, or nearly the same, meaning.
  o Antonyms are words that have opposite meanings.
  o Homographs are words that are spelled the same but have different origins, meanings, or pronunciations.
</td>
<td>
• How words are related to one another helps build vocabulary knowledge.
• An analogy shows the relationship between two pairs of words.
• There are several types of analogies.
  o Cause/effect analogies show relationships in which one word in each pair is the cause of the other word.
  o Part/whole analogies show relationships in which one word in each pair is a part of the other word.
  o Item/category analogies show relationships in which one word in each pair is an item of the category that the other word represents.
</td>
<td>
• Demonstrate the ability to determine the analogous relationship between particular words.
• Recognize and use the relationships between particular words to further understand multiple words.
</td>
</tr>
<tr><td colspan="4">**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
relationship, cause, effect, part, whole, item, category, synonym, antonym, homograph, analogy</td></tr>
</table>

# College- and Career-Readiness Standards for English Language Arts

## Sixth Grade

| CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | |
|---|---|---|---|
| **L.6.5c** <br><br> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | **Desired Student Performance** | | |
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to determine the explicit meaning of a word. <br> • How to use word relationships to clarify meaning of a word. <br> • A student should know that a word can have different kinds of meanings. | • A word's denotation is its dictionary definition. <br> • A word's connotation is the feeling or association that it suggests. <br> • Connotations can be positive, negative, or neutral. | • Determine the connotations of words with similar denotations. <br> • Choose and use specific words for their connotations to achieve an effect or a specific purpose. |
| **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:** <br> distinguish, connotation, association, denotation, definition, dictionary, positive, negative, neutral | | | |

## Sixth Grade

**CCR.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 considering a word or phrase important to comprehension or expression.

| **L.6.6**<br><br>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. | Desired Student Performance | | |
|---|---|---|---|
| | **A student should know (Prerequisite Knowledge)** | **A student should understand (Conceptual Understanding)** | **A student should be able to do (Evidence of Knowledge)** |
| | • How to identify, understand, and use 5th grade general academic and domain-specific terms.<br>• Certain phrases signal relationships, such as contrast. | • Academic words are words that are used routinely in all types of texts. They often represent subtle or precise ways to say relatively simple things.<br>• Domain-specific words are words that are specific to a course of study.<br>• How to use context clues and their knowledge of language to determine a word's meaning in reading, writing, speaking, or listening. | • Provide a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.<br>• Use a range of general academic and grade-specific words and phrases accurately.<br>• Correctly use the general academic and domain-specific words that are important to the comprehension of a text. |

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**
academic words, domain-specific words, subtle, precise