



The Reading Literature and Reading Informational standards very closely mirror each other, therefore similar skills were grouped. This may appear unbalanced; however, instruction should guide students to apply this skill set to text sets with gradually increasing text complexity throughout the school year. For this reason, this guide lists priority standards to explicitly teach during each quarter with the expectation that all ELA standards are integrated when appropriate and necessary.

Priority Standards: These standards are repeated across all quarters and are often called “power standards” or “focus standards.” They support the development of a reading comprehension **skill set**.

Integrated Standards: These standards should be taught in conjunction with the priority standards as necessary to support specific texts, products, or student needs. Students will explore topics/themes from multiple perspectives through integrated text sets (fiction, nonfiction, poetry).

Text Complexity (Anchor Standard 10): By the end of grade 6, students are expected to read and understand within the text complexity band proficiently and independently for sustained periods of time. Lexile ranges that correspond to the North Carolina Check-Ins (quarterly benchmarks) are provided below.

For differentiated instructional planning purposes, teachers are not limited to selection of texts only within the denoted ranges.

Approximate Lexile Ranges	1 st Quarter	2 nd Quarter	3 rd Quarter
6 th Grade	880-980	900-1050	980-1100
7 th Grade	955-1055	975-1100	1060-1200
8 th Grade	1000-1100	1050-1180	1140-1260

Writing Standards: To be college and career ready, students should learn how to offer and support opinion/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Formal writing tasks will include all phases of the writing process: prewriting, drafting, revising and editing, and publishing. Prioritized writing standards are identified by quarter; however, for differentiated instructional planning purposes teachers will provide structured, accelerated writing opportunities.

Speaking/Listening and Language: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the end of each grade. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or small group settings, or with a partner. Language skills, which include grammar and conventions, are inseparable from and vital to reading, writing, speaking, and listening.



Reading Literature and Reading Information: First - Fourth Quarters

Priority Standards	Clarification	Integrated Standards
<p>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(3-4 EOG Questions*)</p>	<p>Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p>In the Classroom: Students complete “I think - I know” graphic organizers with two columns. In the first column, students state an inference (I think) or provide a statement (I know). In the second column, students write a page number and a quote from the text that provides the evidence.</p> <p>The students respond to text-dependent questions using the APE protocol: Answer, Proof, and Explanation. Students answer the question, provide proof or evidence from the text, and explain how the proof supports their answers.</p>	<p>RL.6-10 RI.7, RI.9, RI.10</p>
<p>RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(3-6 EOG Questions*)</p>	<p>Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p>In the Classroom: The teacher states an inference about the text. The teacher models underlining or highlighting textual evidence that supports the stated inference in a small portion of the text. Using the same inference, the teacher and students work together to underline or highlight textual evidence. The teacher uses guiding questions such as: “Where does the text say something in relation to my inference?” “What words, phrases, or sentences support my inference?” “How do these words, phrases, and sentences prove my inference is accurate?”</p> <p>Students respond to text-dependent questions using the ACE protocol: Answer the question, Cite textual evidence, and Explain how the evidence supports their answers.</p>	<p>RL.6-10 RI.7, RI.9, RI.10</p>



<p>RL.6.2: Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>(1-3 EOG Questions*)</p>	<p>Students establish a theme of a literary text and consider how it is developed through certain details in the text. Using the theme and key details, students summarize the text without personal feelings or judgments.</p> <p>In the Classroom: After determining the theme, students underline areas in the text where the theme appears. Students return to the underlined text and highlight the specific details that convey the theme. Students annotate each highlighted area, explaining how the theme is conveyed through that particular detail. The teacher models how key details of a text can be used to develop a summary. Students list key details for the beginning, middle, and end of the text and then combine them into a summary. They review the summary to make sure it is free of opinions.</p>	<p>RL.6 -10 RI.7, RI.9, RI.10</p>
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<p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>(2-4 EOG Questions*)</p>	<p>Students establish the central idea of a text and consider how it is developed through certain details in the text. Using the central idea and key details, students summarize the text without personal feelings or judgments. In the Classroom: The teacher co-constructs a graphic organizer with the class to help students determine the relationship between supporting details and the central idea in a selection. Students use this information to summarize the text, being careful not to include their personal opinions.</p> <p>In small groups with teacher support, students work to craft a group-written, unbiased summary of the text that clearly illustrates the relationship between supporting details and the overall central idea of the work.</p>	<p>RL.6 -10 RI.7, RI.9, RI.10</p>
<p>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>(2-5 EOG Questions*)</p>	<p>Students explain how a story or drama's plot is developed by a series of events. Students also explain how the characters react or develop as the plot comes to a conclusion. In the Classroom: Students create timelines of events from a story or drama from the beginning to the end. On the lines between each event, students explain how one event led to the next. Branching off from each event, students explain how characters respond to the event or changed as a result of the event. The teacher provides students with a story's or drama's events on strips of paper in one color and character responses or changes on strips of paper in another color. In small groups, students first place the events in sequential order and discuss how each event drives the next. Students then match the characters' responses and changes to the events and discuss how the characters' reactions and changes are connected to the events.</p>	<p>RL.6 -10 RI.7, RI.9, RI.10</p>
<p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>(1-3 EOG Questions*)</p>	<p>Students thoroughly examine how an important individual, event, or idea is first mentioned in the text, how it is made clearer or more apparent, and how it is developed by using examples, anecdotes, or descriptions. In the Classroom: Using a teacher-chosen, engaging informational text, students individually complete graphic organizers that demonstrate how a key figure, event, or idea is introduced and described throughout the work. Using a rich, informational text, students read the text aloud in small groups. Each group is assigned a different person, event, or idea from the text. Then, students use colored highlighters to annotate the article for information in the text, making notes in the margins about how that key event, person, or idea is developed in the text.</p>	<p>RL.6 -10 RI.7, RI.9, RI.10</p>



<p>RL.6.4: Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how a word chosen by the author influences the meaning and tone of the text. In the Classroom: The teacher highlights a keyword from the text. The teacher leads a class discussion using questions such as: “What does the author mean by using the word _____ here?” “What would happen to the meaning and tone of the text if the word _____ was used instead?” “What is a synonym for the word _____? Why did the author choose to use _____ instead of its synonym?” Students rewrite a portion of the text by changing different words to create new meaning and tone.</p>	<p>RL.6 -10 RI.7, RI.9, RI.10</p>
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(2-5 EOG Questions*)	Students share their work in small groups. The teacher leads a whole class discussion on the impact the word changes made on the meaning and tone of the entire text.	
RI.6.4: 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. (1-4 EOG Questions*)	Students examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas. In the Classroom: The teacher divides class into small groups. Each group has a different paragraph. Each person in the group is assigned a sentence from the paragraph. Each student explains how his/her sentence fits as part of the paragraph. As a group, they decide how their paragraph fits into the chapter or section of text and adds to the development of an idea. Using a rich informational paragraph, students determine specific sentences that are key to the paragraph and explain why.	RL.6 -10 RI.7, RI.9, RI.10
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (3-4 EOG Questions*)	Students examine how a specific sentence, chapter, stanza, scene, or section fits as part of the whole text and adds to the development of the text's theme, setting, or plot. In the Classroom: The teacher assigns paragraphs from a familiar story with a single sentence highlighted. Students work in pairs to determine how that sentence fits into the structure of the paragraph and what it adds to the theme, setting, or plot. After the theme has been established, the teacher assigns each group a stanza. On one side of an index card, students write a response explaining how the stanza fits into the structure of the poem, and on the other side of the index card, students explain how the stanza contributes to the overall theme. The teacher asks speakers from each group to arrange themselves in order of the stanzas and share their answers.	RL.6 -10 RI.7, RI.9, RI.10
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (2-4 EOG Questions*)	Students examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas. In the Classroom: The teacher divides class into small groups. Each group has a different paragraph. Each person in the group is assigned a sentence from the paragraph. Each student explains how his/her sentence fits as part of the paragraph. As a group, they decide how their paragraph fits into the chapter or section of text and adds to the development of an idea. Using a rich informational paragraph, students determine specific sentences that are key to the paragraph and explain why.	RL.6 -10 RI.7, RI.9, RI.10



<p>RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>(1-4 EOG Questions*)</p>	<p>Students establish the author's beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how this is shown in the text. In the Classroom: After reading a text, students work in small groups to figure out the author's point of view about a topic. Students look for strong words that express an opinion and annotate those words by describing what the words tell them about the author's view. From the examples they find and the annotations they write, they determine the author's point of view about the topic. Students work in groups to respond to the question: "What was the author's reason for writing this text?" The teacher introduces two possible reasons, such as to inform or to entertain. The groups brainstorm other reasons (persuade, describe). They provide question stems under each purpose: Describe - is the author providing details about a person, place, or thing? Entertain - Does the passage tell a personal story? Inform - Does the passage provide facts about a topic? Persuade - Does the passage try to get readers to do something? The teacher provides each group with a paragraph. Students highlight the sentences that provide clues explaining why the author wrote the text. Using the questions, they determine the author's purpose.</p>	<p>RL.6 -10 RI.7, RI.9, RI.10</p>
<p>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>(1-3 EOG Questions*)</p>	<p>Students follow and assess the argument and specific claims made in a text, pointing out claims that are supported by reasons and evidence and those that are not. In the Classroom: Students read the text three times. The first time, students highlight text that identifies the argument and specific claims in a text. The second time, students use a different color to highlight the claims that are supported by reasons and evidence. The third time, students use a third color to highlight the claims that are not supported by reasons and evidence. Students use their findings to form an opinion of the argument and specific claims in a text. Students highlight parts of the text that identify the argument and specific claims in a text. Using a black marker, students "black-out" claims that are not supported by reasons and evidence. Based on the text that remains, students form an opinion of the argument and specific claims in a text.</p>	<p>RL.6 -10 RI.7, RI.9, RI.10</p>

*EOG Question Numbers: According to NCDPI/ Accountability Services Division Revised March 2017



Writing, Speaking and Listening: First Quarter

Priority Standards	Integrated Standards: As Needed
<p>W.6.1: Write arguments to support claims with reasons and relevant evidence.</p> <p>A. Organize Information and ideas around a topic to plan and prepare to write. B. Introduce claim(s) and organize the reasons and evidence clearly. C. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>W.6. 4</p>
<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Organize information and ideas around a topic to plan and prepare to write. B. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>W.6. 4</p>
<p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</p> <p>A. Organize information and ideas around a topic to plan and prepare to write. B. Engage and orient the reader by establishing a context and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. C. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>W.6. 4</p>
<p>SL 6.1: Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>SL.6. 5</p>



Writing, Speaking and Listening: Second Quarter

Priority Standards	Integrated Standards: As Needed
<p>W.6.1: Write arguments to support claims with reasons and relevant evidence. D. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. E. Establish and maintain a formal style. F. Provide a concluding statement or section that follows from the argument presented.</p>	W.6.4
<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. D. Use appropriate transitions to clarify the relationships among ideas and concepts. E. Use precise language and domain-specific vocabulary to inform about or explain the topic. F. Establish and maintain a formal style. G. Provide a concluding statement or section that follows from the information or explanation presented.</p>	W.6.4
<p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. D. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. E. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. F. Provide a conclusion that follows from the narrated experiences or events.</p>	W.6.4
<p>SL.6.1: Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	SL.6.5
<p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	SL.6.5



Writing, Speaking and Listening: Third Quarter

Priority Standards	Integrated Standards: As Needed
<p>W.6.1: Write arguments to support claims with reasons and relevant evidence.</p> <p>G. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>	W.6.4
<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>H. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>	W.6.4
<p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</p> <p>G. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>	W.6.4
<p>W.6.5: Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p>	W.6.4
<p>W.6.6: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	W.6.4
<p>SL.6.2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	SL.6.5



SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.
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Writing, Speaking and Listening: Fourth Quarter

*Teachers will utilize formative assessment data to identify specific Writing Standards, which support the Reading Literature and Reading Information Standards, during the final quarter of instruction. Teachers will provide students with opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or small group settings, or with a partner. Language skills, which include grammar and conventions, are inseparable from and vital to reading, writing, speaking, and listening.