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| **Reading Literature** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |
| **CCSS ELA-Literacy.RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |  |  |  |
| **CCSS ELA-Literacy.RL6.3** 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. |  |  |  |
| **CCSS ELA-Literacy.RL.6.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.RL.6.6** Explain how an author develops the points of view of the narrator or speaker in the text. |  |  |  |
| **CCSS ELA-Literacy.RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |  |  |  |
| **CCSS ELA-Literacy.RL.6.8** (Not applicable to literature) |  |  |  |
| **CCSS ELA-Literacy.RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |  |  |  |
| **CCSS ELA-Literacy.RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |

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| **Reading Informational Text** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |  |  |  |
| **CCSS ELA-Literacy.RI.6.4** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |  |  |  |
| **CCSS ELA-Literacy.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.RI.6.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |  |  |  |
| **CCSS ELA-Literacy.RI.6.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |

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| **Writing** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.W.6.1** **Write arguments** to support claims with clear reasons and relevant evidence. | | | |
| **CCSS ELA-Literacy.W.6.1a**  Introduce claim(s), and organize the reasons and evidence clearly. |  |  |  |
| **CCSS ELA-Literacy.W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |  |  |  |
| **CCSS ELA-Literacy.W.6.1c** Use words, phrases, and clauses to clarify the relationships among claims(s) and reasons. |  |  |  |
| **CCSS ELA-Literacy.W.6.1d** Establish and maintain a formal style. |  |  |  |
| **CCSS ELA-Literacy.W.6.1e** Provide a concluding statement or section that follows from the argument presented. |  |  |  |
| **CCSS ELA-Literacy.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: | | | |
| **CCSS ELA-Literacy.W.6.2a** 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. |  |  |  |
| **CCSS ELA-Literacy.W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |  |  |  |
| **CCSS ELA-Literacy.W.6.2c** Use appropriate transitions to create the relationships among ideas and concepts. |  |  |  |
| **CCSS ELA-Literacy.W.6.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |  |
| **CCSS ELA-Literacy.W.6.2e** Establish and maintain a formal style. |  |  |  |
| **CCSS ELA-Literacy.W.6.2f** Provide a concluding statement or section that follows from the information or explanation presented . |  |  |  |

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| **Writing (continued)** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.W.6.3** **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. | | | |
| **CCSS ELA-Literacy.W.6.3a**  Engage and orient the reader by establishing a context introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |  |  |  |
| **CCSS ELA-Literacy.W.6.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |  |  |  |
| **CCSS ELA-Literacy.W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |  |  |  |
| **CCSS ELA-Literacy.W.6.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |  |  |  |
| **CCSS ELA-Literacy.W.6.3e** Provide a conclusion that follows from the narrated experiences or events. |  |  |  |
| **CCSS ELA-Literacy.W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |  |  |  |
| **CCSS ELA-Literacy.W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3. |  |  |  |
| **CCSS ELA-Literacy.W.6.6** Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skill to type a minimum of three pages in a single sitting. |  |  |  |
| **CCSS ELA-Literacy.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |  |  |  |

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| **Writing (continued)** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.W.6.8**  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for soures. |  |  |  |
| **CCSS ELA-Literacy.W.6.9** **Draw evidence** from literary or informational texts to support analysis, reflection, and research. | | | |
| **CCSS ELA-Literacy.W.6.9a** Apply *grads 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). |  |  |  |
| **CCSS ELA-Literacy.W.6.9b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that re not”). |  |  |  |
| **CCSS ELA-Literacy.W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |

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| **Speaking & Listening** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.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: | | | |
| **CCSS ELA-Literacy.SL.6.1a**  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |  |  |  |
| **CCSS ELA-Literacy.SL.6.1b** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |  |  |  |
| **CCSS ELA-Literacy.SL.6.1c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |  |  |  |
| **CCSS ELA-Literacy.SL.6.1d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |  |  |  |
| **CCSS ELA-Literacy.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |  |  |  |
| **CCSS ELA-Literacy.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. |  |  |  |
| **CCSS ELA-Literacy.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |  |  |  |
| **CCSS ELA-Literacy.SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |  |  |  |
| **CCSS ELA-Literacy.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations) |  |  |  |

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| **Language** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: | | | |
| **CCSS ELA-Literacy.L.6.1a**  Ensure that pronouns are in the proper case (subjective, objective, possessive). |  |  |  |
| **CCSS ELA-Literacy.L.6.1b** Use intensive pronouns (e.g., myself, ourselves). |  |  |  |
| **CCSS ELA-Literacy.L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person. |  |  |  |
| **CCSS ELA-Literacy.L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |  |  |  |
| **CCSS ELA-Literacy.L.6.1e** Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. |  |  |  |
| **CCSS ELA-Literacy.L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: | | | |
| **CCSS ELA-Literacy.L.6.2a** Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements. |  |  |  |
| **CCSS ELA-Literacy.L.6.2b** Spell correctly. |  |  |  |
| **CCSS ELA-Literacy.L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | |
| **CCSS ELA-Literacy.L.6.3a** Vary sentence patterns for meaning, reader/listener interest, and style. |  |  |  |
| **CCSS ELA-Literacy.L.6.3b** Maintain consistency in style and tone. |  |  |  |
| **CCSS ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. | | | |
| **CCSS ELA-Literacy.L.6.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |  |  |  |
| **CCSS ELA-Literacy.L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |  |  |  |
| **CCSS ELA-Literacy.L.6.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |  |  |  |
| **CCSS ELA-Literacy.L.6.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) |  |  |  |

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| **Language (continued)** | | | |
| **Standard** | **Dates**  **Taught** | **Dates**  **Assessed** | **Dates**  **Re-Assessed**  (if necessary) |
| **CCSS ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | |
| **CCSS ELA-Literacy.L.6.5a**  Interpret figures of speech (e.g., personification) in context. |  |  |  |
| **CCSS ELA-Literacy.L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |  |  |  |
| **CCSS ELA-Literacy.L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |  |  |  |
| **CCSS ELA-Literacy.L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |