Understanding the NC English Language Arts Standard Course of Study

GRADE 6

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY

North Carolina Department of
PUBLIC INSTRUCTION

Understanding the English Language Arts Standard Course of Study for Grade 6
ELA Standards with Clarification and Glossary

Purpose

This document provides the Grade 6 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for "In the Classroom." The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

GRADE 6

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity
10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RL.6.1	Cite **textual evidence** to support **analysis** of what the text says **explicitly** as well as **inferences** drawn from the **text**.	Students use evidence from the text to support their analyses of what the text directly and indirectly states. *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. 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.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself
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.	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. *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	**conveyed** – to make an idea or feeling known to another person; to carry over from one to another **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	STANDARD	CLARIFICATION	GLOSSARY
		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.	**theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
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.	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 responded 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.	**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **plot** – the sequence of events in a story, play, movie, etc. **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Craft and Structure			
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**.	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. 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.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view
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**.	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. On the other side of the	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **chapter** – the main division within a book **plot** – the sequence of events in a story, play, movie, etc. **setting** – the time and place of the action in a book, play, story, etc. **stanza** – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea,

	STANDARD	CLARIFICATION	GLOSSARY
		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.	point, or event from another, similar to paragraphs in prose writing **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
RL.6.6	Explain how an author develops the **point of view** of the narrator or speaker in a **text**.	Students describe how an author constructs the point of view of the speaker or narrator in a text. *In the Classroom:* After identifying the narrator's or speaker's point of view, the teacher provides students with a list of words, phrases, sentences, and/or passages from the text. Students narrow the list by discussing which items on the list develop the point of view and explaining how they develop the point of view. After establishing the point of view of the narrator or speaker, students highlight key sentences or words that support that point of view. They review the highlighted portions and discuss how the author developed the point of view.	**point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
Cluster: Integration of Ideas and Analysis			
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.	Students note similarities and differences about their experiences reading a story, play, or poem versus listening to or watching the same text in a recorded or live adaptation. Students explain the differences between what they can visualize and hear when reading as opposed to what they sense while listening or watching.	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **contrast** – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar

	STANDARD	CLARIFICATION	GLOSSARY
		In the Classroom: Students generate Venn diagrams in response to their reading. On the left side, students write what they "saw" and "heard" when reading. On the right side, students write what they observed and experienced when listening or viewing. In the middle of the Venn diagrams, students note similarities. In small groups, students discuss their text experiences. In small groups, students read literature and then experience an audio or live version. Students write short summaries about the similarities and differences between the two versions.	**drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.6.8	**Not applicable to literature.**		
RL.6.9	**Compare and contrast texts** in different forms or **genres** in terms of their **approaches** to similar **themes** and **topics.**	Students analyze texts in different formats or genres by explaining the similarities and differences in how each text addresses similar themes and topics. Formats include: stories, poems, novels, etc. Genres include: historical fiction, fantasy, mystery, etc. *In the Classroom:* The teacher leads a class discussion using questions such as: "How is _____ similar to or different from _____?" "Although _____ and _____ address the same theme or topic, what makes them different?" "How does _____ approach the topic or theme with a different perspective from _____?" The teacher and students brainstorm a list of points for comparison. Students use two-column notes to compare and contrast the texts' approaches to similar themes and topics.	**approaches** – the particular decisions an author makes when deciding how to present a topic **compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with <u>contrast</u>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **genre** – a category or type of literature or art characterized by similarities in form, style, and subject **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores

STANDARD	CLARIFICATION	GLOSSARY
		topic – the subject or matter being discussed or written about in a text, speech, etc.
Cluster: *Range of Reading and Level of Complexity*		
RL.6.10 By the end of grade 6, read and understand literature within the 6-8 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text**.	By the end of grade 6, students competently read and understand literature within the 6-8 text complexity band (Lexile: **925-1185**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher integrates independent reading seamlessly into regular instruction. The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension. Students use graphic organizers with three concentric circles: the innermost circle is labeled "Text-to-Self," the next circle is labeled "Text-to-Text," and the outermost circle is labeled "Text-to-World." During independent reading, students record personal connections to the text in the innermost circle, connections to other texts they've read in the next circle, and connections to history or current events in the outermost circle. After reading, students discuss their connections with partners or in small groups.	**independently** – on one's own, without aid from another (such as a teacher) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Reading Standards for Informational Text

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RI.6.1	Cite **textual evidence** to support **analysis** of what the **text** says **explicitly** as well as **inferences** drawn from the text.	Students use evidence from the text to support their analyses of what the text directly and indirectly states. *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?" Students respond to text-dependent questions using the ACE protocol: Answer the question, Cite textual evidence, and Explain how the evidence supports their answers.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself
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.	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.	**central idea** – the unifying concept within an informational text to which other elements and ideas relate **conveyed** – to make an idea or feeling known to another person; to carry over from one to another **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	STANDARD	CLARIFICATION	GLOSSARY
		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.	
RI.6.3	**Analyze** in detail how a key individual, **event**, or idea is introduced, illustrated, and elaborated in a **text**.	Students thoroughly examine how an important individual, event, or idea is first mentioned in the text, how it is made more clear or 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.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **event** – a thing that happens; an occurrence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
Cluster: Craft and Structure			
RI.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.	Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author influences the meaning of the text as a whole. *In the Classroom:* The teacher sequentially numbers sections of a text and pastes each one to separate poster paper. In small groups, students work to annotate one of the sections. They circle unknown words and underline any context that provides insights into the meanings of the words.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")

	STANDARD	CLARIFICATION	GLOSSARY
		They place stars over words that impact the meaning of the section as a whole. The teacher leads a class discussion using the annotations as a guide, helping students draw the relationships between the author's word choices and the overall meaning of the piece. Using an online sticky note forum, students suggest vocabulary to change in the text and work as small groups to integrate the suggestions into their rewrites. The teacher leads a class discussion about how the meaning of the text was changed when vocabulary/ phrases were altered.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
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.	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.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **chapter** – the main division within a book **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.6.6	Determine an author's **point of view** or **purpose** in a **text** and explain how it is **conveyed** in the text.	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	**conveyed** – to make an idea or feeling known to another person; to carry over from one to another **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point

	STANDARD	CLARIFICATION	GLOSSARY
		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.	from which one relates the events of a story or makes an argument **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
**Cluster: Integration of Ideas and Analysis**		
RI.6.7	Integrate information presented in different media or formats, including visually and **quantitatively**, as well as in words to develop a **coherent** understanding of a **topic** or issue.	Students combine information from different print and non-print media to create a clear understanding of a topic or issue. Visual print and non-print media include: written text, illustrations, video, etc. Quantitative print and non-print media include: text with numbers or measures, graphs, charts, etc. *In the Classroom:* Students review movie clips, print advertisements, and written text about the same topic, noting important information from each format. They synthesize this information into a single paragraph that shows their understanding of a topic. Students think-pair-share about their findings and discuss how the text variety contributed to their understanding of the topic.	**coherent** – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together **quantitatively** – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection) **topic** – the subject or matter being discussed or written about in a text, speech, etc.

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher provides students with several different kinds of media or formats on a specific topic or issue. Students use a two-column graphic organizer: the left column is labeled "Media or Format," and the right column is labeled "Tells Me..." In the left column, students list the different media or formats (including visual and quantitative). In the right column, students explain how the information from each media or format tells them more about the topic or issue under study. Using all of the information in the right column, students write responses that explain their understanding of the topic or issue.	
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**.**	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.	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **evaluate** – to determine quality or value after careful analysis or investigation **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	STANDARD	CLARIFICATION	GLOSSARY
RI.6.9	**Compare and contrast** one author's presentation of **events** with that of another.	Students determine the similarities and differences between how two authors present information about events (for example, a memoir by a person versus a biography about that person). *In the Classroom:* The teacher and students brainstorm a list of points for comparison. Students use the list of points to highlight the similarities and differences between the authors' presentations of events: similarities in one color and differences in another. Students share and discuss their findings with partners. Students use Venn diagrams to compare and contrast two authors' presentations of events.	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **event** – a thing that happens; an occurrence
	Cluster: Range of Reading and Level of Complexity		
RI.6.10	By the end of grade 6, read and understand **informational texts** within the 6-8 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text**.	By the end of grade 6, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: **925-1185**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher integrates independent reading seamlessly into regular instruction. Students independently read a self-selected informational text from a teacher-provided text set, including expository articles. Students use post-it notes as tools for annotation, marking passages for connections, interpretations, and confusions. Students then use their annotations to write letters to the teacher sharing some of the thoughts they had while independently reading. The teacher uses these letters for conference discussions.	**independently** – on one's own, without aid from another (such as a teacher) **informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts,

STANDARD	CLARIFICATION	GLOSSARY
	The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension.	corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

GRADE 6

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade.*

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.6.1 Argument writing establishes a writer's position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader's point of view, to call a reader to action, or to convince the reader that the writer's explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer's position or claim(s). By the end of sixth grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.

WRITING PROCESS FOR ARGUMENT WRITING

Prewriting
The teacher may choose to create argument topics for students, or he/she may allow students to choose a topic themselves. To explore the topic, the teacher guides students' brainstorming by asking them to return to the text or explore additional resources through research. Once a topic has been explored, students take a position on the topic. That position will be the central focus of the writing piece, known as the argument. After determining their arguments, students determine their assertion(s) that supports the argument, known as the claim(s). Students then organize the information and ideas around the chosen argument and claims by using outlines or graphic organizers to plan and prepare for writing.

Drafting
Referring to their plans and to mentor texts, students draft their arguments. Students begin by writing an introduction that identifies a claim(s). When introducing the claim(s), students also organize reasons and evidence in a way that is clear.

In the body of their arguments, students provide valid reasons and pertinent evidence from reliable sources for each of their claims to show their understanding of the topic or text under study.

While drafting their arguments, students write in a formal style that is consistent throughout their writing. Additionally, students use the appropriate words, phrases, and clauses to illustrate a clear connection between the claim(s) and reasons.

To provide closure to their arguments, students write a conclusion in the form of a statement or section that connects to the argument presented.

Revising and Editing

With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance should slowly be lessened as students become more familiar with the techniques for argument writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. During revising and editing, students consider their task, purpose, and audience while evaluating the content and organization of their arguments. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that, at times, requires rewriting or trying a new approach.

In the Classroom:
Students ask themselves questions such as:
- Have I organized my reasons and evidence clearly?
- Am I completing my task, achieving my purpose, and thinking of my audience?
- What words do I use to clarify relationships between claim(s) and reasons?
Students reflect on these questions as they work to revise and edit their writing pieces.

The teacher guides students as they analyze a mentor text for the author's craft in building an argument. The students examine how the author moves fluidly from one reason/piece of evidence to the next reason/piece of evidence to validate the claim. The students try the author's approach in their own writing.

W.6.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. By the end of sixth grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.

WRITING PROCESS FOR INFORMATIVE/EXPLANATORY WRITING
Before beginning the writing process, it is imperative for the teacher to make the distinction between informative/explanatory writing and argument writing. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors.

<u>Prewriting</u>
The teacher may choose to create informative/explanatory topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students' brainstorming by asking them to return to a text or explore additional resources through research. Once a topic has been explored, students develop the purpose and focus for their writing. After determining their purpose and focus, students determine which concepts, ideas, and information are important for their pieces. Students then organize the concepts, ideas, and information around the chosen purpose and focus by using outlines or graphic organizers to plan and prepare for writing.

<u>Drafting</u>
Referring to their plans and to mentor texts, students draft their informative/explanatory texts. Students begin by writing introductions that identify a topic. Students are encouraged to use strategies like definition, classification, compare/contrast, and cause/effect to establish an organization for ideas, concepts, and information on the topic under study.

In the body of their informative/explanatory pieces, students develop the topic with pertinent facts, definitions, concrete details, quotes, examples, and any additional information necessary.

As students draft their informative/explanatory pieces, they use appropriate transitions to reflect the organizational structure of the text and provide a clear understanding of how the ideas relate to the concepts. In addition, students need to be familiar with the domain-specific vocabulary related to their topics and use it appropriately in their writing. Students are also encouraged to use

precise language to describe the topic under study. Throughout the text, students may include formatting (e.g. headings, sub-headings, sections, etc.), graphics (e.g. images, figures, tables, and charts), and multimedia to help the reader's understanding of the topic. While drafting their informative/explanatory pieces, students write in a formal style that is consistent throughout their writing.

To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or sections that connect to and re-emphasize the main ideas and concepts presented.

Revising/Editing
With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance is slowly lessened as students become more familiar with the techniques for informative/explanatory writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their informative/explanatory pieces to ensure they completed the task and addressed the purpose, and/or audience of their pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:
Students focus on addressing the task, purpose, and audience of their writing pieces. Students ask themselves questions such as:
- Did I explain my topic, subject, or concept?
- Did I provide only relevant examples to illustrate the concept?
- Did I complete the assigned task?
- Did I achieve my purpose and address my audience?

As students reflect on these questions, they work to rewrite their papers so their explanations are made even stronger.

Students practice using strategies such as definition, classification, comparison/contrast, and cause/effect with the same topic. Students assess which strategy worked best for their topic and uses it in their writing piece.

The teacher chooses strong mentor informative/explanatory texts. Students analyze the mentor texts to see how authors present information for readers' understanding. Students study the techniques used in these mentor texts and try them in their own writing.

W.6.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of sixth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.

WRITING PROCESS FOR NARRATIVE WRITING

Prewriting
The teacher may choose to create narrative topics for students, or he/she may allow students to choose topics themselves. For narrative non-fiction, the teacher guides students through a brainstorming activity to explore personal experiences that had significant impacts on their lives. For fictional narratives, the teacher assists students by providing images, objects, print texts, or non-print texts for students to use as idea starters. The teacher may also choose to provide a writing prompt. Once a narrative topic is chosen, students decide on a point of view, a setting, a narrator and/or characters, and plot line. Students then organize these elements by using plot outlines, storyboards, or other graphic organizers to plan and prepare for writing.

Drafting
Referring to their plans and to mentor texts, students draft their narratives. Students begin by writing introductions that grab the reader's attention and acquaint the reader with the exposition and the narrator and/or characters.

Students create unforced, sensible transitions between events. To create these transitions, students use several different words, phrases, and clauses that illustrate order and indicate changes between time frames or settings. While writing their narratives, students also use narrative techniques to add to the dynamics of the experiences, the events, and/or the characters. Narrative techniques include, but are not limited to: dialogue, pacing, and description. To add vividness to their narratives, students are encouraged to use precise language, related and illustrative details, and imagery to describe the experiences and events.

To provide closure, students write endings that connect to the experiences or events shared in the narrative.

<u>Revising/Editing</u>
With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance is slowly lessened as students become more familiar with the techniques for narrative writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their narratives to ensure they completed the task and addressed the purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:
Students focus on how well the purpose and audience of their writing has been addressed. Students ask themselves questions such as:
- "What am I telling here, a real or imagined event? Is that clear to the reader?"
- "Do I provide enough detail to convey to the reader what happened in the narrative?"
- "Do I use appropriate transition words that help the reader understand the sequence of the narrative?"
- "Are there better word choices to make this event more vivid in the reader's mind?"

As students reflect on these questions, they should work to rewrite their papers so their narratives are made even stronger.

Writing Standards

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Text Types, Purposes, and Publishing			
W.6.1	Write **arguments** to support **claims** with clear **reasons** and relevant **evidence**. 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**. 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. 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**.	See Writing Guide	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary

STANDARD	CLARIFICATION	GLOSSARY
		phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **relevant evidence, observations, ideas, descriptive details** – detail and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences

	STANDARD	CLARIFICATION	GLOSSARY
			the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or written about in a text, speech, etc.
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. 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. 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	See Writing Guide	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **cause/effect** – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause **concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose,

STANDARD	CLARIFICATION	GLOSSARY
information or explanation presented. 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**.		and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary **formatting** – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.) **graphics** – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of

	STANDARD	CLARIFICATION	GLOSSARY
			product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.6.3	Write narratives to develop real or imagined experiences or **events** using effective technique, **relevant descriptive details**, and well-structured event **sequences**. 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**.** d. Use a variety of **transition words**, **phrases**, and clauses to convey sequence and signal shifts from one time frame or **setting** to another.	See Writing Guide	**audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **event** – a thing that happens; an occurrence **pacing** – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a

STANDARD	CLARIFICATION	GLOSSARY
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. 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**.		verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **sensory language/details** – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses **sequence/sequence of events** – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other **setting** – the time and place of the action in a book, play, story, etc. **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion;

	STANDARD	CLARIFICATION	GLOSSARY
			providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or written about in a text, speech, etc. **transition(s)/transitional words** – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them
W.6.4	Use **digital tools** and resources to produce and **publish** writing as well as to **interact** and collaborate with others; demonstrate sufficient word processing skills.	Students use digital tools and resources (e.g., screencast, word processing, articles, etc.) to create and share writing with audiences and to communicate and collaborate with peers (e.g., conferencing apps, etc.). Students also show proficiency in using word processing tools for writing (e.g., editing files, using spell check, formatting, etc.). *In the Classroom:* The teacher provides students with a list of writings covering a variety of tasks, purposes, and audiences. The teacher and students brainstorm options for matching appropriate digital tools to the different writing tasks (e.g., blogs, forum posts, tweets, etc.).	**digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. **interact** – to act in such a manner as to influence another **publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher provides students with a list of word processing tasks and features. The students choose one and create a how-to for demonstrating the task or feature they've chosen, generating an archivable resource for classmates.	
Cluster: Research			
W.6.5	Conduct short **research** projects to answer a question, drawing on several sources and refocusing the investigation when appropriate**.**	Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and adjust the focus of their research when needed. *In the Classroom:* The teacher poses a driving research question to students. As students research sources, they highlight the information needed to answer the question. When crafting their answers to the research question, students use the highlighted information from the sources. The teacher provides several questions along with a list of sources. The teacher divides the class into small groups. Each group matches sources to the questions. Students review the matches and determine if additional sources are needed or if refocusing is appropriate based on the sources available.	**research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

	STANDARD	CLARIFICATION	GLOSSARY
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.	Students collect pertinent information from several print and digital sources and evaluate each source for reliability. Students quote or paraphrase information from these sources by providing basic source information, such as the title, author, publisher, date, etc., to avoid plagiarism. *In the Classroom:* The teacher models assessing the credibility of a source by asking questions such as: "Who is the author of this source?" "How is the author related to the topic of the source?" "What expertise does the author have on this topic?" "When was this published?" "Do other credible sources reference or support this source/author?" The teacher provides (or guides students to brainstorm) a list of phrases or sentence frames that ask students to insert basic bibliographic information for the sources they use. Students use the phrases or sentence frames when including quoted or paraphrased text in their writing.	**digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats. **paraphrase** – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

GRADE 6

SPEAKING AND LISTENING STRAND: 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 in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Collaboration and Communication		
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. 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. 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.	Students take a meaningful part in purposeful discussions about grade 6 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group. • Students prepare for discussions ahead of time and support their statements with evidence from preparation materials. • Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group. • Students ask relevant questions and provide appropriate, detailed answers to questions asked by others. • Students briefly restate main points and explain how the main points relate to each other and show others' perspectives. *In the Classroom:* The teacher chooses a topic for discussion and provides students with some required preparation materials (e.g., newspaper or journal articles). Students are given time to explore the materials. Using evidence and information from the materials for support, the students respond to questions from the teacher and other comments made by classmates. The teacher explains and demonstrates how to ask questions in order to learn more about a perspective and how to paraphrase information. In pairs, students practice asking one another questions based on materials provided by the teacher and paraphrasing other overall responses.	**evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **key ideas** – most important thoughts addressed in a text or discussion **perspective** – an attitude toward or outlook on something **reflection** – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.

	STANDARD	CLARIFICATION	GLOSSARY
SL.6.2	Interpret information presented in diverse media and formats and explain how it contributes to a **topic**, **text**, or issue under study.	Students determine the meaning or message of information presented in various ways and forms. Additionally, students explain how the information adds to the overall topic. *In the Classroom:* The teacher shows students several recorded nonfiction videos, each of which uses a different type of chart, graph, or table. The teacher guides the students through a whole group discussion of the information presented in each type of visual element. In small groups, students determine the contribution of each type of visual element and prepare a share out about one type for the whole group. The teacher provides students with a transcript of a video or audio recording in which information presented in various and distinct formats have been removed. Students journal briefly about their thoughts on the information in the transcript. Following this, the teacher plays the video or audio recording for students. Students journal briefly about their thoughts on how the information presented in the diverse media and formats included in the recording contribute to the topic, text, or issue under study.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.
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.	Students precisely describe a speaker's argument and the ideas that back it up. They determine which claims are supported by evidence and reasons and which are unsupported. *In the Classroom:* The teacher plays students a recorded motivational speech. The teacher facilitates a whole group discussion in order to determine the claims made by the speaker. Students are then divided into small groups. The students work collaboratively to determine the evidence the speaker uses for each claim, revealing which claims	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth. **delineate** – to describe something precisely

	STANDARD	CLARIFICATION	GLOSSARY
		are supported by reasons and evidence and which are not supported. The teacher shows students an infomercial, and the students, as a class, generate a list of claims made throughout the speech. Each student records the list. The teacher shows the infomercial a second time, and this time the students note whether each claim is supported by reasons and evidence or not. The teacher may choose to facilitate a whole group discussion about the validity of the reasons; however, this is technically beyond the scope of the standard.	**evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
*Cluster: Presentation of Knowledge and Ideas*		
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**.	Students present claims and findings in a logical order. Students use relevant description, facts, and details to highlight or call attention to the main ideas or themes. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech. *In the Classroom:* The teacher provides students with a basic outline for a presentation that contains only the main ideas and/or themes. In small groups, planning for their classmates as an audience, students brainstorm about which descriptions, facts, and details would add support to the main ideas on the outline. The teacher helps the small groups refine the information they've identified as supporting information. Following this, the teacher asks students to identify a different audience (e.g., school administration), and students brainstorm the ways in which they would need to adapt the presentations for a different audience. The teacher cuts apart each element (i.e., main ideas, descriptions, facts, and details) of an outline for a	**claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other supporting points/ideas distinguishable from ideas and topics that can be eliminated without changing the overall meaning **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

	STANDARD	CLARIFICATION	GLOSSARY
		speech and gives a bundle of strips to students working as partners. The students arrange the main ideas and supporting elements into a logical sequence, pairing descriptions, facts, and details appropriately with main ideas and/or themes. The students then apply this same strategy when sequencing their ideas for their own speeches.	**theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
SL.6.5	Include **multimedia components** and visual displays in presentations to clarify information.	Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the information being shared more clear.

In the Classroom:
The students create draft presentations that solely contain written text. The students review their draft presentations, making note of places where the information could be clarified with the use of multimedia and/or visual components. After the teacher consults with students on the selections they have made, the students add the multimedia and visual elements to their presentations.

The teacher provides students with a sample presentation that lacks multimedia and/or visual displays. The teacher and students browse through the presentation together and identify places where the information needs to be clarified. The teacher facilitates a discussion around how multimedia and/or visual elements could be used to improve clarity. The students then use this same strategy in their own presentations. | **multimedia component** – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video) |

GRADE 6

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6-8 Language Continuums Guide

What are the Language Continuums?
Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?
The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills that are taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?
The skills are arranged by grade band to allow for three years of practice and eventual mastery. Each bulleted skill is taught in all grades within the 6-8 grade band.

- Sixth Grade: The teacher introduces and models each skill using mentor texts. Students practice each skill and apply what they have learned to their writing.
- Seventh Grade: The teacher continues to build each skill, using scaffolding as needed to differentiate. Students practice and apply each skill in their writing.
- Eighth Grade: The teacher provides opportunities for students to apply each skill within their writing as they work toward mastery.

Formative assessment should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

How do I know where my students fall within the grade band?
Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum.
- Students' writing provides guiding information about their understanding.

How do I talk about the Language Continuums with colleagues?

Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs

- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as students who need enrichment.
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Vertical PLCs

- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the 4-5 grade band in the Language Continuums to determine which skills have previously been introduced.
- Look at the 4-5 grade band in the Language Continuums to determine which skills are introduced for the first time in the 6-8 grade band.

Grade 6 ELA Standards, Clarifications and Glossary

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences	• Ensure subject/verb agreement	• Continue to ensure subject/verb agreement	• Continue to ensure subject/verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper and possessive nouns	• Explain the function of nouns • Use collective nouns (such as group) • Form and use frequently occurring regular and irregular plural nouns	• Use abstract nouns (such as courage) • Continue to use regular and irregular plural nouns		
Verbs	• Form frequently occurring verbs • Convey sense of time	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense	• Form and use progressive verb tenses • Use modal auxiliaries (such as may or must) • Continue to form and use the perfect verb tenses • Convey sense of various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense	• Explain the function of verbals (such as *gerunds* or *participles*) • Form and use verbs in active & passive voice • Form and use indicative, imperative, interrogative, conditional moods • Recognize and correct inappropriate shifts in voice and mood • Form and use transitive/intransitive verbs	
Adjectives	• Use frequently occurring adjectives	• Explain the function of adjectives • Accurately choose which to use – adjective or adverb	• Form and use comparative and superlative adjectives and accurately choose which to use—adjective or adverb • Order adjectives within sentences according to conventional patterns	• Form and use compound adjectives	

Grade 6 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	• Use frequently occurring conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions	• Continue to use coordinating and subordinating conjunctions • Use correlative conjunctions (such as either/or)		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		• Accurately choose which to use – adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs	• Form and use comparative and superlative adverbs • Use relative adverbs	• Use adverbs that modify adjectives • Use adverbs that modify adverbs	
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words	• Produce, expand, and rearrange simple and compound sentences	• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange simple, compound, and complex sentences	• Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Prepositions	• Use frequently occurring prepositions	• Explain the function of prepositions	• Form and use prepositional phrases		
Pronouns	• Use personal, possessive, and indefinite pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns	• Ensure pronoun-antecedent agreement • Use relative pronouns	• Ensure that pronouns are in the proper case (subjective, objective, possessive) • Use intensive pronouns • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns	

Grade 6 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
				• Continue to ensure pronoun-antecedent agreement • Recognize and apply the nominative case and objective case	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Determiners	• Use determiners	• Correctly use a, an, and the			
Commonly Confused Words		• Correctly use common homophones	• Correctly use frequently confused words (such as *to, two, too*)	• Continue to correctly use frequently confused words	
Interjections		• Explain the function of and use interjections	• Continue to use interjections		
Phrases and Clauses			• Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses	• Explain the function of phrases and clauses in general and their function in specific sentences • Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers • Form and use indirect/direct objects	
Usage				• Recognize variations from standard English in their own and others' writing and speaking • Identify and use strategies to improve expression in conventional language	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **6-8 grammar continuum**.

**Mastery:** _Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher._

6-8 Skill	How to Introduce and Model	How to Build
Subject/Verb Agreement		
Continue to ensure subject/verb agreement	Matching singular subjects with singular verbs and plural subjects with plural verbs improves clarity for the reader. When trying to determine if a subject is singular or plural, substitute the pronouns "he" or "they." The teacher provides model sentences, each demonstrating a different type of subject/verb agreement. Cases to consider for model sentences include: • Multiple singular subjects joined by and • Multiple singular subjects joined by or or nor • Compound subjects containing both a singular noun/pronoun and a plural noun/pronoun • Using doesn't and don't • When phrases separate the subject and the verb • Collective nouns (team, family, crew) • Using indefinite pronouns as subjects • Using words that end in -s as subjects (mathematics, scissors, dollars) while noting that sometimes these depend on context Students use the model sentences to review a piece of writing the teacher provides to determine and annotate where subject/verb agreement is used correctly and incorrectly.	The teacher uses example sentences for the less difficult types of subject/verb agreement and then progresses to more difficult types to determine level of student knowledge. The teacher provides numerous index cards with subjects and verbs written on them (one subject and one verb per card). The students take the cards and put a subject and a verb together, creating the beginning of a sentence with correct subject/verb agreement. The students then write their paired subjects and verbs on sheets of paper and finish writing their sentences. The teacher checks the sentences to ensure correct subject/verb agreement within the context of the sentence. Students determine appropriate subject/verb agreement in their own writing to make revisions as necessary. The teacher individually conferences with students to support application of subject/verb agreement in their writing.

6-8 Skill	How to Introduce and Model	How to Build
Verbs		
Explain the function of verbals (such as *gerunds* or *participles*)	Verbals are verb forms which act as another part of speech in a sentence. Gerunds: function as nouns and end in -ing Participles: function as adjectives and often end in -ing or -ed Infinitives: function as nouns, adjectives, or adverbs and consist of the word "to" plus a verb The teacher provides examples and definitions of verbals. Students are provided sentences containing verbals, and they identify which verbal is being used based on the examples and definitions provided.	The teacher provides sentences that contain a variety of verbals. The students must highlight each type of verbal using a different color and identify which type of speech the verbal is functioning as within the sentence. The teacher evaluates students' abilities to rewrite sentences using verbals to add variety in their writing. The teacher individually conferences with students to support their work using different verbals within their writing.
Form and use verbs in active & passive voice	When a sentence uses active voice, the subject of the sentence performs the action of the verb. When a sentence is written in passive voice, the subject of the sentence is being acted upon. The teacher provides model sentences to demonstrate the difference between active and passive voice. Some of the sentences written in both active and passive voice should include forms of "to be" verbs. The teacher leads the students to discover that all passive voice sentences will include a form of "to be" verbs, but sometimes a "to be" verb is present in active voice. The teacher models how to distinguish between active and passive voice by determining if the subject is performing the action. The teacher provides sentences written in active voice and models rewriting these sentences in passive voice to demonstrate that the meaning is the same or similar.	The teacher shares a mentor text paragraph utilizing both active and passive voice to further demonstrate reasons a writer might use both active and passive voice. Students are provided a paragraph to rewrite using both active and passive voice within the writing.

6-8 Skill	How to Introduce and Model	How to Build
	Students rewrite additional example sentences and discuss reasons an author may choose to use active/passive voice.	
Form and use indicative, imperative, interrogative, conditional moods	The teacher provides an anchor chart to which students can refer. This chart includes a definition and example for each of the four types of verbs that connote mood. After the teacher reviews the anchor chart, the students are provided with sentences to identify the type of verb that is being used. Anchor chart includes the following: Indicative: States something that is happening in reality. Example: *The family was driving to the beach for vacation.* Imperative: A direct command, telling you what to do. Example: *You must wake up now to get ready for school.* Interrogative: Asks a question. Example: *Will you please leave me alone?* Conditional: Depends on something else to happen under certain conditions. Example: *The dog might bark if the cat runs into the yard.* The teacher provides several verbs for the students. The students work together in pairs to form the different moods of the given verbs and use each of the newly formed verbs in sentences. Students may refer to the anchor chart for examples.	The teacher provides an excerpt from a mentor text which demonstrates the use of verbs in different moods. In small groups, students identify the moods of the verbs and discuss why the author would use those specific moods. The teacher then leads a whole class discussion allowing each group to share its thoughts. Students begin to connect the author's purpose to deliberate choices the author makes about moods of verbs. The teacher provides small groups of students with different paragraphs that demonstrate the use of verbs for one of the moods. Students rewrite the short paragraphs in one of the three other moods to practice forming and using the different types of verbs. Students are asked to write one paragraph in which they form and use verbs in at least three of the four conditional moods. Students will exchange paragraphs and identify the different verb moods within their partners' paragraphs.
Recognize and correct inappropriate shifts in voice and mood	When introducing and modeling, the teacher should separate the skill of identifying and correcting inappropriate shift in <u>voice</u> from identifying and correcting inappropriate shifts in <u>mood</u>.	When building upon this skill, teachers should include both components (shifts in voice and mood) together in the same paragraphs.

6-8 Skill	How to Introduce and Model	How to Build
	The teacher provides examples of sentences using inappropriate shifts in voice. The teacher thinks aloud about why the sentence is awkward or confusing to the reader. The teacher continues to think aloud and make corrections to the sentence. The teacher asks the students to reflect on that process and discuss why the revised sentence is more effective than the original, incorrect sentence. The teacher provides examples of sentences using inappropriate shifts in voice. The students work in small groups to rewrite each sentence correctly. The teacher repeats the activities above with examples of sentences using inappropriate shifts in mood.	The teacher provides several paragraphs with examples of inappropriate shifts in voice and mood. Students rewrite the paragraphs, correcting the errors.
Form and use transitive / intransitive verbs	The teacher introduces transitive and intransitive verbs with definitions and examples. **Transitive verb** has two characteristics. 1) Used as an **action verb**, expressing a doable activity like kick, want, paint, etc. 2) Must have a direct object, something or someone who receives the action of the verb. Ex. *The boy kicked the ball into the goal.* **Intransitive verb** is a verb that does not take a direct object. There's no word in the sentence that tells whom or what received the action. Ex. *The boy ate loudly.* Students are provided sentences to determine whether transitive or intransitive verbs are being used. Student pairs are provided a list of verbs. Students are asked to choose five of those verbs and produce two sentences using each	The teacher models a process for identifying whether a verb is transitive or intransitive. • Identify the verb. Is it an action verb? If not, it is intransitive. • If it is an action verb, determine if the sentence has a direct object by saying: subject, verb, whom or what? If there is an answer to the question, and it is a noun or pronoun, then you have identified a direct object. If there is no direct object, then the verb is intransitive. The teacher determines passages from a text for students to closely read. Students use the modeled process to identify the use of transitive and intransitive verbs Students rewrite one of the passages to change the transitive verbs to intransitive verbs.

6-8 Skill	How to Introduce and Model	How to Build
	verb. Students will form and use the verb as a transitive verb in one sentence, and will form and use the verb as an intransitive verb in another sentence.	
Adjectives		
Form and use compound adjectives	When two or more adjectives are joined together to describe a noun or pronoun, it is known as a compound adjective. Compound adjectives need to be hyphenated to avoid confusion for readers. The teacher provides examples of sentences using traditional adjectives and compound adjectives. Traditional Adjective Example: *This exciting tour of the fjords will last three hours*. Compound Adjective Example: *The three-hour tour of the fjords is fascinating.* After the teacher provides ample models, students are asked to work in pairs to form as many compound adjectives as possible in five minutes. Then the student pairs should use at least ten of the compound adjectives from their list in original sentences that they write.	The teacher provides simple sentences that do not include adjectives written on sentence strips. Working in pairs, the students cut the sentence strips apart and insert sticky notes with adjectives that they have written to modify the nouns in the sentence. The teacher can give a certain number of compound adjectives that students are expected to write. Students share their newly developed sentences with other students in their small groups to discuss ways the compound adjective changed or clarified the meaning of the sentences.
Adverbs		
Use adverbs that modify adjectives	Building on the knowledge that adverbs modify verbs, the teacher introduces ways that adverbs can modify adjectives and provides sample sentence examples. The teacher models how adverbs that modify adjectives are positioned immediately in front of the	The teacher writes an equal number of adjectives and adverbs that could modify those adjectives on separate index cards (one adjective OR one adverb per card). Each student draws a card. Students then find partners who have adverbs that could modify the adjectives they hold OR

6-8 Skill	How to Introduce and Model	How to Build
	adjective that is being modified. When adverbs are used to modify adjectives, they are known as intensifiers. Example: *The usually cold winter weather has turned unseasonably warm.* Students identify the adverbs and the adjectives they modify in the example sentences. Students are provided sentences that contain adjectives, and the students are asked to add appropriate adverbs to those sentences.	adjectives that could be modified by the adverbs they hold. The pairs write sentences that use their adverb/adjective pairs on sentence strips. The sentence strips are posted around the room. Students rotate around the room, reading the sample sentences and identifying the adjectives and adverbs in each sentence. Working with partners, students create sentences with adverbs modifying adjectives. These are used in a review game where sentences are shared with other groups identifying the adverb/adjective. The teacher shows example sentences and paragraphs demonstrating authors' use of adverbs modifying adjectives. Based on the examples, students note different reasons an author would choose to use the adverb in both instances. Students write paragraphs using adverbs to modify adjectives. Students highlight the adverbs used in the paragraphs and underline the adjectives that they modify.
Use adverbs that modify adverbs	Adding to students' knowledge about adverbs, the teacher introduces examples of adverbs modifying adverbs where the adverb must be directly in front of the adverb it is modifying. When adverbs are used to modify adverbs, they are known as intensifiers. Example: *My dog can run <u>extremely fast</u> when she's chasing a squirrel.* Students are provided sentences that contain adverbs, and the students are asked to add appropriate adverbs to modify the adverbs already in those sentences.	Have enough adverbs written on index cards for each student to have a card. Each student should write a sentence using the adverb on the index card he/she chose. Then, working in pairs, students should revise each sentence by adding an adverb that modifies the original adverb. The teacher provides a paragraph for students to rewrite using adverbs modifying adverbs in at least three of the sentences in the paragraph. Students peer-edit other students' rewritten paragraphs to determine the correct formation and location of the adverbs. Students describe how the use of the adverbs helps with clarity of meaning.

6-8 Skill	How to Introduce and Model	How to Build
Sentences		
Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences	The teacher provides examples of complete sentences, fragments, and run-on sentences. The teacher models how to identify whether the sentence is correctly written and complete or whether it is a fragment or run-on. The teacher provides multiple complete sentences, fragments, and run-ons, each typed on separate slips of paper. Students work in pairs to group the slips by category: sentences, fragments, run-ons. Students work together to rewrite the fragments and run-ons as complete sentences.	The teacher provides students with a short text that includes errors in sentence structure, including sentence fragments and run-on sentences. Students work individually to make corrections to the text. Students proofread their own writing, recognizing and correcting fragments and run-on sentences.
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	The teacher provides examples of each of the types of sentences; simple, compound, complex, and compound-complex sentences. Students work in pairs to change each of the sentences to a different type. These are shared with other student pairs for identification. The teacher provides different scenarios or paired ideas. Students are asked to identify which sentence type would be most appropriate to express those ideas and write that type of sentence. For example:	The teacher provides students with a model text that includes all four sentence types. The teacher provides students with a model text that includes all simple sentences. The teacher leads a class discussion comparing the two model texts. The discussion should focus on how sentence variety enhances the flow of the text and the effectiveness of an author's choice to combine or contrast different ideas within a sentence. Students then work independently or in pairs to revise the paragraph with only simple sentences, so that it includes at least one example of each sentence type. The teacher may need to model sentence expansion or sentence combining strategies. Students determine why specific types of sentences were used for the text.

6-8 Skill	How to Introduce and Model	How to Build
	"It snowed; school was not closed" would lend itself to a compound sentence: "It was snowing outside, but the school schedule remained unchanged."	Example: A compound sentence using "than" as a conjunction which indicates comparison.
Pronouns		
Ensure that pronouns are in the proper case (*subjective, objective, possessive*)	Subjective pronouns act as the subject in a sentence. Objective pronouns act as objects that receive the action of the verb in a sentence. Possessive pronouns show ownership. The teacher provides sentences that include pronouns in various cases: subjective, objective, and possessive. Students identify the type of pronoun used in each of the sentences and indicate why each of the pronouns is used. Students write sentences ensuring that pronouns are in the proper case.	The teacher provides students with a text from which students identify pronouns and determine their cases by color-coding. For example, students may highlight subjective pronouns in yellow, objective pronouns in red, and possessive pronouns in green. The teacher provides a short text that has no pronouns. Students are tasked with rewriting the text to include pronouns. Students note which pronouns are subjective, objective, or possessive. Students compose their own paragraphs ensuring that pronouns are using the proper case.
Use intensive pronouns	Intensive pronouns end in -self or -selves and emphasize the antecedent of which it usually directly follows, not to be confused with reflexive pronouns which are always objects that refer to the subject of the sentence. Example of intensive pronoun: Susan made tea for the queen herself. Example of reflexive pronoun: Susan made herself some tea. The teacher provides various sentences illustrating the use of intensive pronouns.	The teacher provides students with a mentor text that uses intensive pronouns. The teacher leads a discussion about the effective use of intensive pronouns. Intensive pronouns, also known as emphatic pronouns, can make writing more meaningful and interesting. The teacher asks students to consider why intensive pronouns are used infrequently. If they are overused, then the emphasis becomes less purposeful. Using the mentor text as a model, students write similar sentences and use intensive pronouns.

6-8 Skill	How to Introduce and Model	How to Build
	Students work in pairs to create sentences using intensive pronouns.	
Recognize and correct inappropriate shifts in pronoun number and person	A pronoun should agree in number (singular or plural) and person (first, second, third) with its antecedent. The teacher introduces how shifts in pronoun number and person causes confusion in meaning by using teacher-made sentences with errors in pronoun number and person. Students read the sentences and discuss in small groups the errors in pronoun number and person. The class discusses ways to correct the errors.	The teacher provides a paragraph without pronouns. Students work in pairs to replace any nouns after the clearly identified antecedents with pronouns demonstrating the correct number and person. Student pairs exchange paragraphs and proofread for clear and correct use of pronouns. Using a mentor text, students identify the correct use of pronouns. They review their writing to identify and correct the errors in pronoun shifts.
Recognize and correct vague pronouns	The teacher provides paired sentences. One of the sentences includes a correctly used pronoun and the other includes a vague pronoun. Students determine which pronoun makes the sentence easier to understand. The teacher leads a class discussion about how vague pronouns lead to confusion on the part of the reader, and he/she provides strategies for students to revise sentences when a vague pronoun is recognized. The teacher may consider posting an anchor chart of revision strategies.	The teacher uses a variety of vague pronouns in sentences for students to correct. Students use one of the strategies from the anchor chart to revise the sentences and correct the vague pronouns. The corrected sentences are displayed beside the anchor chart for students to reference while writing. Students review their own writing to recognize and correct vague pronouns.
Continue to ensure pronoun-antecedent agreement	The teacher reviews proper pronoun-antecedent agreement using different colored markers to identify the pronoun and its	Students identify pronouns from their writing by circling them in one color. Students are then asked to identify the antecedent for each pronoun by circling it in a different color. Students share their selections

6-8 Skill	How to Introduce and Model	How to Build
	antecedent. The teacher discusses the connection between singular and plural pronoun-antecedent agreement. Students write sentences using pronouns. Student pairs peer review the sentences, ensuring correct pronoun-antecedent agreement.	with partners and discuss whether the pronouns and antecedents agree. Student pairs work to revise sentences when the pronouns and antecedents do not agree.
Recognize and apply the nominative case and objective case	Pronouns that act as the subject of a sentence are nominative case pronouns. Objective case pronouns are objects of verbs or prepositions. Using example sentences, the teacher models identifying nominative case and objective case. Students practice identifying nominative and objective case in a series of sentences.	Students independently write sentences using both nominative and objective pronouns on sentence strips. On the back of each sentence strip, the student identifies the pronoun and whether it is nominative or subjective. Once the teacher has verified that the identification of the pronoun case is correct for each sentence, the sentences are placed on different desks. Students rotate from desk to desk identifying pronouns and their cases as nominative or objective. Students check their answers using the keys on the backs of the sentence strips.
Commonly Confused Words		
Continue to correctly use frequently confused words	The teacher shares a paragraph that includes frequently confused words. Students discuss the meanings of these frequently confused words and ways to remember the correct usage.	The teacher creates a class list of frequently confused words in student-made sentences, using the correct words beside the errors. Some frequently confused words to include: accept/except, access/assess, insure/ensure
Phrases and Clauses		
Explain the function of phrases and clauses in general and	The teacher reviews subject, predicate, and objects to develop a common language when introducing phrases and clauses.	The teacher chooses a mentor text that includes a variety of sentences with different types of phrases and clauses. The teacher leads a

6-8 Skill	How to Introduce and Model	How to Build
their function in specific sentences	The teacher models the need for using phrases and clauses using examples of simple, compound, and complex sentences to express ideas. The teacher provides paired sentences: simple sentences with no phrases and complex or compound sentences. Students choose sentences that convey the best meaning and discuss how phrases and clauses add to sentence clarity.	discussion about how varying sentence structure enhances the writing and provides logical flow within paragraphs or longer pieces of writing. The teacher provides students with various simple sentences, phrases, and clauses. Students create varied sentences using the provided sentence parts to develop sentences that convey different meanings. Students choose one of the rewritten sentences to use as the beginning of a paragraph. Students should draft a paragraph using a variety of sentences with different phrases and clauses. Students exchange paragraphs with partners, and then identify phrases and clauses within the paragraphs and offer any suggestions for revision to make the writing more clear or detailed.
Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers	Phrases and clauses can expand simple sentences. They add additional information and more context to a sentence. When a phrase or clause is misplaced or dangling, a sentence can be awkward or nonsensical. A modifier changes, limits, alters, or adds information to something else in a sentence. A modifier is said to be dangling if the something that it modifies is not clear. For example: When 7 years old, my father became a police officer. Clarification: When <u>I was</u> 7 years old, my father became a police officer. A modifier is misplaced when it is separated from the word it modifies. For example: The man sold the bike to the boy with the new tires. Clarification: The man sold the bike <u>with the new tires</u> to the boy.	The teacher creates sentences to model inserting phrases and clauses correctly, also recognizing and correcting misplaced and dangling modifiers. Students expand simple sentences by placing phrases and clauses within those sentences, adding detail and description. Students recognize and correct dangling modifiers within the sentences as they proofread their own sentences and their partners' sentences.

6-8 Skill	How to Introduce and Model	How to Build
	The teacher models the identification of dangling and misplaced modifiers and corrects them within example sentences. Students work in groups to identify and correct dangling and misplaced modifiers for additional example sentences.	
Form and use indirect/direct objects	The teacher creates a chart to which students may refer during practice. Chart includes the following: Direct Object – answers the question, "what?" or "whom?" Example: *Rebecca chased her cat.* (her cat is the direct object) Indirect object answers the question "to whom?" "for whom?" "for what?" Example: *She bought her son a video game.* (her son is the indirect object)	The teacher creates sentences using direct and indirect objects for students to identify. Students identify direct and indirect objects in example sentences and create their own sentences using either indirect or direct objects. These student-made sentences are traded with other students to identify indirect or direct objects.
Usage		
Recognize variations from standard English in their own and others' writing and speaking	The teacher models use of variations from standard English based on audience. The teacher shares two examples of letters about a similar subject but written for two different audiences. Students determine how they are different and make inferences as to why they are written and spoken differently.	Students determine a common problem and write requests for help intended for three different audiences. They note how the language and style change. Students write short formal paragraphs and trade them with partners who write them in a less formal manner. These are traded again, and the next student writes the information in an even less formal register.
Identify and use strategies to improve expression in	The teacher shares examples of ways to express thinking in conventional and non-conventional language.	The teacher provides examples of sentences using non-conventional language.

6-8 Skill	How to Introduce and Model	How to Build
conventional language	Students discuss various situations when different conventions are appropriate.	Students rewrite sentences using conventional language.

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	• Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization	• Capitalize appropriate words in titles • Continue to use correct capitalization		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	• Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue	• Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works	• Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions	

Grade 6 ELA Standards, Clarifications and Glossary

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	• Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words	• Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly	• Consistently apply conventional rules to spell words correctly	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		• Consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **6-8 conventions continuum**.

**Mastery:** _Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher._

6-8 Skill	How to Introduce and Model	How to Build
Capitalization		
Continue to use correct capitalization.		
Punctuation		
Use punctuation to set off nonrestrictive/ parenthetical elements	A nonrestrictive or parenthetical element is a word or group of words that interrupts the flow of a sentence and adds extra, nonessential information to the sentence. These elements are set apart from the main clause by commas, dashes, or parentheses. The teacher uses model texts to show example sentences by introducing the sample sentences one at a time. By covering up or removing the nonrestrictive element in each sentence, the teacher demonstrates how each sentence would make sense without the extra information. Students discuss how the sentence remains complete and true to its idea without the extra part set off by the commas, dashes, or parentheses. Students also discuss how the extra information benefits the reader and why the author may have included it.	Since there are three types of punctuation that can be used to indicate a nonrestrictive or parenthetical element, students should explore the author's purpose for choosing a particular punctuation mark. The choice usually indicates the degree of emphasis the author places on the information. Mentor texts that demonstrate the different types of punctuation would serve as a great starting point for introducing the following instructional strategies: The teacher provides several models of sentences with nonrestrictive/parenthetical elements set off by commas, dashes, and parentheses. Students discuss why writers would choose to use the specific punctuation for each sentence. The teacher leads students to deduce the level of emphasis each of the punctuation marks is awarded based on analyzing multiple example sentences. To aid students in learning to use correct punctuation to set off nonrestrictive elements, the teacher provides simple sentences for an extension activity. Students insert nonrestrictive elements within the simple sentences.

6-8 Skill	How to Introduce and Model	How to Build
Use a comma to separate coordinate adjectives	Coordinate adjectives are two or more adjectives that precede and modify the same noun and are equal in their application to the noun. Test for coordinate adjectives: if the thought makes sense with the word "and" inserted between the adjectives and the adjectives could trade places with each other, then they are coordinate adjectives and need to be separated by a comma. The teacher provides several sentences from mentor texts and leads the class to deduce the rules about when a comma is needed between two adjectives. As additional sample sentences with multiple adjectives are introduced to the students, the teacher uses a think aloud strategy demonstrating the tests from above. The students indicate if the example sentence has coordinate adjectives by showing thumbs up or thumbs down.	To begin building this skill in students' writing, the teacher shows students several items like a trophy and a stuffed animal. The class compiles lists of adjectives to describe each of the objects. The students then write a sentence that includes two or more adjectives describing that single object. Students should apply the "add and" test to the sentence and add commas when appropriate. Students independently identify a sentence that has two or more adjectives describing a single noun from their readings. As each student shares his/her example orally with the class, the other students indicate whether the descriptive words are coordinate adjectives in need of commas.
Use punctuation to indicate a pause or break	Commas, ellipses, or dashes may be used to indicate a pause or break in sentences. Students should be familiar with commas signaling the reader to pause. Dashes indicate a more abrupt break in the thought or change in tone. Ellipses create a longer break. To introduce this skill, the teacher uses model texts to demonstrate how authors employ these different punctuation marks. The teacher leads students to discuss the author's purpose for the pause or break in each sample sentence. The discussion should also include why the punctuation marks are effective to indicate that the reader needs to slow down and pay attention to the contrast or the next part of the information. To give additional practice, the teacher provides model sentences that are scrambled in four pieces. Students, in small groups or	To build on this skill, students begin incorporating the punctuation marks correctly in their own writing. The teacher provides a variety of independent and dependent clauses. Students use the clauses to construct their own sentences, using proper punctuation to indicate pauses or breaks. The teacher provides multiple examples from mentor texts to serve as models for students. Students experiment with writing original sentences that need a pause or break for various reasons. Students practice using the different types of punctuation for their various purposes.

6-8 Skill	How to Introduce and Model	How to Build
	pairs, reconstruct the sentences correctly by putting the pieces in order and inserting the appropriate punctuation mark(s). Students justify the punctuation used.	
Use an ellipsis to indicate an omission	An ellipsis is used in formal writing to signal to a reader that part of a direct quote has been omitted. The teacher should caution students that the use of an ellipsis should not change the meaning of the original quoted material. Using model texts as examples, the teacher leads a class discussion about the author's purpose for using ellipses. Students find examples within their own readings.	The teacher provides several long quotes that are related to a topic being studied. Students determine which part(s) of the quotes would best support their positions. Students then write a paragraph which includes at least two of the quotes the teacher provided. At least two sentences within the paragraph should demonstrate the ability to effectively omit part of the chosen quotes using ellipses.
Use a semicolon to link two or more closely related independent clauses	A semicolon connects two closely related independent clauses within a single sentence. Using a semicolon offers an alternative to a comma followed by a coordinating conjunction. A semicolon may also be used for clarity if commas appear in either of the two independent clauses being joined. The teacher provides multiple models of sentences with semicolons and discusses with students the rules for using semicolons. The teacher then provides, jumbled sentences, and student pairs put the sentences in the correct order, indicating where the semicolon should be placed. Index cards or digital tools allow students to manipulate the sentence parts by moving the pieces of the sentence around. Next, the teacher provides students with related independent clauses so the students can practice joining the clauses using semicolons and proper capitalization rules to form compound or compound-complex sentences.	Students continue sentence combining activities. The teacher provides one independent clause, and the students write a second independent clause using a semicolon between the two. Students practice combining simple sentences from their own writings by using semicolons. Students practice identifying and correcting comma splices within their own writings, the writings of their peers, and in sentences the teacher provides for practicing proofreading skills.

6-8 Skill	How to Introduce and Model	How to Build
Use a colon to introduce a list or quotation	The teacher provides models for each of the following rules: • When using a colon to introduce a list, do not capitalize the first item after the colon unless it is a proper noun or the items in the list are complete sentences. • If the writer is listing items on separate lines (i.e. bullet points), then capitalizing the first letter is optional but should be consistent throughout the list. • It is not recommended for writers to use a colon if the list follows a verb or preposition that would usually need no punctuation for the sentence to read smoothly (i.e. *Sally purchased bread, milk, and peanut butter*). • When using a colon to introduce a quotation, capitalize the first letter of the first word if you are quoting one or more complete sentences. The teacher provides scrambled sentences and punctuation cards (colons and commas), and students put the sentences together, inserting punctuation cards where necessary.	As guided practice or in small groups: • The teacher provides sentences with lists, and students correctly insert colons as needed. • The teacher provides sentences that include quotations, and students correctly insert colons as needed. Student groups create presentations for their peers explaining the rules for correctly using colons. Students create quizzes or activities which provide opportunities for their peers to practice inserting colons when necessary. Students may use online digital tools to produce engaging activities. The teacher proofreads the activities and makes them available for all students to practice.
Apply hyphen conventions	Use a hyphen: • in compound adjectives • to separate words with certain affixes • to punctuate numbers twenty-one through ninety-nine • to separate words at the end of a line of text. Hyphens should not be confused with dashes, and it is incorrect to space before or after a hyphen. The teacher introduces each purpose for using a hyphen and the rules that accompany it, using several model sentences to exemplify each case. Students state the reason the sentence would be confusing to a reader if it did not have the hyphen.	As a whole class activity, the teacher provides some sample sentences, and the students indicate whether a hyphen is needed. The teacher provides sample sentences, and students work in pairs to proofread the sentences, inserting hyphens where needed and deleting hyphens that are used incorrectly. Students create games or presentations for their peers explaining the rules for correctly using hyphens. For example, students create flashcards on which one side has model sentences where the hyphen has been deleted. Their peers consider where the hyphens should be added, and flip the card to check their answers. Digital tools are available for flashcard creations.

6-8 Skill	How to Introduce and Model	How to Build
	When this type of reasoning transfers to the students' writing, students will more likely use a hyphen correctly.	
Spelling		
Consistently apply conventional rules to spell words correctly	The teacher models conventional rules to spell words correctly through think aloud strategies during writing lessons. See the rules learned and practiced from the K-5 continuum.	When a student asks the teacher how to spell a word, the teacher prompts the student to recall the appropriate rule for spelling the word. The teacher guides the student to spell the word correctly.
Reference		
Continue to consult reference materials as needed to check and correct spellings	The teacher models how to use a dictionary application or website to check the correct spelling of a word.	When a student asks the teacher how to spell a word, the teacher guides the student in using a dictionary application or website to find the correct spelling for each word.

Language Standards

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Conventions of Standard English			
L.6.1	Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 6-8 grammar continuum.	See Language Grammar Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language **grammar** – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc. **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **usage** – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions
L.6.2	Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 6-8 conventions continuum.	See Language Conventions Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Knowledge of Language			
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and **tone.**	Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening. • Students use different sentence patterns, depending on their intended meaning, reader/listener interest, and style. • Students remain consistent in their choices for style and tone. *In the Classroom:* The teacher provides students with a sentence and three different intended meanings. The teacher asks students to revise the sentence in three different ways to convey each intended meaning. The students discuss the different sentence patterns they used. The teacher conducts writing conferences with students asking questions such as: "*Does it seem like you are speaking to the same audience throughout the piece?*" "*Do any sentences seem out of place?*"	**style** – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view
Cluster: Vocabulary Acquisition and Use			
L.6.4	Determine and/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: **context clues**, word parts, **word relationships**, and **reference materials**.	Students figure out and/or confirm the meaning of grade 6 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies: • Context clues: Students use the overall meaning of a sentence or paragraph or a word's position or function in a sentence as a clue to the meaning of the word or phrase. • Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root "aud" means "to hear" in the words auditory, audience, and audible.	**context clues** – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it **multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant's **trunk** / car **trunk**) **reference materials** – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

	STANDARD	CLARIFICATION	GLOSSARY
		• Word relationships: Students use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words. • Reference materials: Students consult reference materials to verify the preliminary determination of the meaning of a word or phrase, such as checking the inferred meaning in context or in a dictionary. *In the Classroom:* The teacher provides students with a word relationship category. The students brainstorm a list of signal words and phrases that could provide information about a word's relationship to another word. The teacher creates the list on an anchor chart that is used for future reference. The teacher puts a word on the board or projector that contains one affix (e.g., **dis**continue). The students, with prompting from the teacher, work collaboratively to identify the root and the affix. Consulting reference materials, if needed, students label the meanings of the word parts. The teacher and students combine the meanings to determine the definition of the word.	**word relationship** – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)
L.6.5	Demonstrate understanding of **figurative language** and **nuances** in word meanings. a. Interpret figures of speech in context based on grade 6 reading and content. b. Distinguish among the **connotations** of words with similar **denotations**.	Students show they understand figurative language and subtle differences in word meanings. • Students decipher the meaning of figurative language, such as personification, as it is used in the text in grade 6 texts and material. • Students differentiate between the associations of words that have similar definitions (e.g. stingy, scrimping, economical, unwasteful, thrifty) *In the Classroom:* The teacher divides students into small groups and provides them with a selection of short passages, each	**connotation** – an emotional or abstract meaning evoked by a word in addition to its literal meaning **denotation** – the literal definition of a word, generally free of an emotional or cultural context **figurative language** – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)

		STANDARD	CLARIFICATION	GLOSSARY
			of which contains personification. The students discern the meaning of the expression from the context and create illustrations showing the expression literally. As a caption for the images, the students write brief explanations of what the expression actually means. Students share their illustrations and explanations with the class. The teacher provides students with a list of word pairs that have similar denotations, but different connotations (e.g., "inexpensive" vs "cheap"). Working in pairs or small groups, the students choose a word pair and create a short skit demonstrating the differences in the connotations. As the students perform their skits, the rest of the class explains the differences in the words' connotations.	**nuance** – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., **happy** compared to **giddy**)
L.6.6		Acquire and use accurately grade-appropriate **general academic** and **domain-specific words and phrases**; develop vocabulary knowledge when considering a word or **phrase** important to comprehension or **expression**.	Students learn and correctly use Tier 2 and Tier 3 words and phrases. Students deepen their word knowledge when they examine a word or phrase necessary for their reading or listening comprehension, or written or oral expression. *In the Classroom:* The teacher provides students with word web graphic organizers for new vocabulary. The students write the word and its student-friendly definition in the center of the web. Students add the knowledge they gain about a given word on the outside of the word web. Students share and compare their word webs, filling in additional or missing information.	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")

	STANDARD	CLARIFICATION	GLOSSARY
		After giving students a writing assignment, the teacher asks students to read through their pieces and identify at least two places where they could increase comprehension or clarify expression. In pairs, students brainstorm ways in which they can use general academic and/or domain-specific vocabulary to improve expression in the piece. Before finalizing revision choices, the students consult with the teacher for feedback.	