**Troup County School System**  
**6th Grade ELA Curriculum Map**

This document provides standard guidance. It contains all of the ELA standards for a grade level, as well as what the students should know and be able to do. Additionally, it contains suggested instructional approaches for each standard. Click on the standard number for specific guidance on that standard.

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| Grade 6 HP | ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**Know:**  
- citing textual evidence means to quote or paraphrase from a text to support an argument or claim  
- an analysis is a detailed examination of text based on explicit and implicit information  
- explicit information and ideas are directly stated in the text  
- implicit information and ideas are not directly stated in the text  
- an inference is drawn through a close examination of details from the text and applying one’s background knowledge to make a valid interpretation  
- how to write a paraphrase versus a quote  
**Do:**  
- draw conclusions about what a text is saying, explicitly and implicitly  
- draw inferences from a text to make and support an analysis  
- determine which piece(s) of textual evidence will support an analysis of what the text says explicitly or implicitly  
**Prerequisites:**  
- explain and draw inferences from the text, citing evidence from the text and incorporating relevant quotes of exact words and using correct conventions  
- justify their choice of quote and how it supports their explanation of the text  |  
- Model the difference between quoting and paraphrasing textual evidence and the convention for each  
- Help students differentiate between strong and relevant evidence and weak or irrelevant information  
- Use modified Cornell Notes in a two-column format to practice stating what text says -- explicit/inference--and quoting evidence for such in column two (before written task)  
- Analyze why evidence for answers is important to their accurate interpretation of a text  
- Model frequent comprehension and recall checks throughout text (stop and question what was just read; paraphrase or summarize)  
- Require students to take accurate notes on textual content, modeling appropriate procedures and content (e.g., Cornell Notes)  
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance  |
| Grade 6 HP | ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
**Know:**  
- theme or central idea is the message or lesson that the author wants the reader to take away from the text  
- details in a text, such as how a character changes or how a speaker addresses a particular subject, contribute to the theme or central idea in the text  
- a summary identifies the author, title, and main ideas of a text  
- objective writing is based on fact with no reference to personal opinions and does not make judgments about the text  
- subjective writing includes personal opinions or judgments about a text  
**Do:**  
- infer the theme or central idea of a text based on the details in a text  
- explain which details in the text support a given theme  
- determine the main ideas from a text and use them in an objective summary  
**Prerequisites:**  
- determine the theme(s) of the text using details from the text to support their thinking  
- analyze how a character's response to challenges in a text impacts the |  
- To facilitate a discussion of theme, ask students to identify what kind of person the protagonist was at the story’s beginning, how he or she was significantly different at the end, and what crisis in the narrative precipitated the change  
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim  
- Compare and contrast themes from different places, times, and genres (for example, what themes do students consistently identify in stories with younger protagonists as opposed to older protagonists? How are stories from the American West or Victorian England consistently similar?)  
- Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole  
- Require students to summarize without bias frequently; note when opinion begins to creep into the summary and use student models to discuss |
| Grade 6 HP | **ELAGSE6RL3**: 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.  

**Know:**  
- plot refers to the events in the story  
- an episode is an incident in the course of the series of events  
- identify the stages of plot development: exposition, rising action, climax, falling action, and resolution in a text  
- exposition is the beginning of a story, typically when setting, characters, and conflict(s) are introduced  
- rising action is when tension builds and the conflict worsens  
- climax is the height of the action or suspense in the plot  
- turning point is a critical event which changes the course of the story or provides decisive action  
- falling action is action that takes place after the climax to reveal the final outcome of events and is intended to bring the story to a satisfactory end  
- resolution is how the story ends, including the solution to the conflict(s)  
- the conflict in the story is the struggle between characters, characters and events, character and own fears  
- characters may change as the plot unfolds and able to identify what caused the change  
- characters’ responses to events and the interactions with other characters  

**Do:**  
- retell the series of plot events in chronological order  
- describe the resolution  
- describe how the plot unfolds, episode by episode  
- describe how characters respond as the plot moves forward  
- describe how characters change as the plot moves forward  
- describe the relationship between events and characters  
- describe the relationship between events in the plot as they lead to the resolution  
- describe the change in the characters as they reach the resolution  
- describe where conflicts exist in the story  

**Prerequisites:**  
- compare and contrast two or more characters in a story or drama, drawing on specific details in the text regarding the character’s thoughts, words, actions, decisions, physical attributes, or interactions with others  
- compare and contrast two or more settings in a story or drama, drawing on specific details in the text regarding the time or place  
- compare and contrast two or more events in a story or drama, drawing on specific details in the text regarding the characters, action, or impact on other events in the sequence of a story or drama  

|  |  
|---|---|
**Grade 6 HP**

### ELAGSE6RL5:
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.

**Know:**
- structure is the way in which the parts of a work of literature are put together
- structure of a text often depends upon its genre (e.g., poetry, drama, etc.)
- structural components of various types of literature (e.g., chapters, lines, scene, etc.)
- individual parts of a text contribute to the overall structure and meaning of a text
- authors choose structure to help convey theme, setting, or plot

**Do:**
- describe the overall structure of a text
- describe the structure of a specific part of a text
- explain how the overall structure of a text relates to the theme, setting, or plot
- explain how the specific parts of a text relate to each other and to the text's theme, setting, or plot

**Prerequisites:**
- explain how the components of poems, drama and prose play a role in the overall structure of a text
- describe the effect created by an author's use of a particular structure

**HP**

used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**Know:**
- figurative language in text (such as similes, metaphors and personification)
- words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g., stingy, scrimping, economical, unwasteful, thrifty)
- every text has a tone, and that an author's choice of words and phrases impact the tone of the text
- tone is the author's attitude toward the topic conveyed through words and phrases

**Do:**
- determine how the author's use of words and phrases controls the meaning/tone of the text
- explain how the author's use of figurative language further illustrates/expands the meaning and tone of the text
- explain how the author's use of connotative meanings conveys the author's stance/tone within a text

**Prerequisites:**
- determine the meaning of words and phrases as they are used in text by using reading strategies such as context clues
- identify examples of figurative language in text and determine what they mean
- distinguish between literal meaning and figurative meaning in text

**Use poetry in addition to extended and shorter texts to provide instruction on figurative and connotative language and sound devices**

- Explore the concepts of denotation and connotation thoroughly, requiring students to identify connotations frequently (often students may seem to understand the concept of connotation, but cannot provide appropriate examples when asked)
- Explore the deep connection between connotative meaning and figurative language (we do not say “quiet as a rock” even though rocks are very quiet! It is because mice can move around and accomplish a great deal in total silence that we say “quiet as a mouse”)
- Engage students in analyzing the impact of author word choice on meaning and tone and identifying how the author created the effect
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, and rhyme scheme
### ELA Grade 6, ELA6RL6

**Explain how an author develops the point of view of the narrator or speaker in a text.**

**Know:**
- Authors select a point of view from which to tell their story in a conscious effort to accomplish specific goals (e.g., first person may be used to develop readers' empathy for the protagonist).
- In literature, authors typically use first-person, third-person omniscient, or third-person limited points of view.
- Third-person limited is when the speaker/narrator is an external voice (as evidenced by he, she, it, her, him, they) who only knows the thoughts and feelings of one character.
- Third-person omniscient is when the speaker is an external voice who knows the thoughts and feelings of all characters.
- Authors make choices about point of view to control the development or pace of the story (plot, characters, themes, etc.).
- An author may choose first-person to offer readers a deeper understanding of the main character.
- An author may choose third person omniscient in order to create more complex plots.
- Third-person limited point of view offers the writer more freedom than first person, but less than third person omniscient.
- Authors sometimes use more than one point of view to tell a story.

**Do:**
- Determine the point(s) of view used in a text.
- Determine how the point(s) of view affects the reader.
- Explain how the point(s) of view affects the author's development of characters, plot, and themes.
- Explain how the author used the point of view to accomplish a goal (e.g., in a first person the author may intend to develop a strong sense of empathy from the reader toward the protagonist; in third person omniscient the author may intend a deep involvement of the reader with a cast of characters and their plights).

**Prerequisites:**
- Describe the narrator's or speaker's point of view.
- Identify details from the text which illustrate how the narrator's/speaker's point of view influences how events are described.
- Explain how events may be described differently using another point of view.

### ELA Grade 6, ELA6RL7

**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.**

**Know:**
- Text allows readers the most freedom to perceive the elements of the story, poem or drama.
- Audio, visual, and live presentations convey the presenters' perceptions of the story, poem or drama.

**Do:**
- Provide example texts that have different narrative styles (first person, third person, omniscient, limited omniscient, overt narrator, etc.).
- Have students attempt to identify the point of view of various well-known characters and examine the evidence that leads them to believe that a given point of view can be assigned to a character (for example, how would students judge Brian's point of view about his parents in Hatchet? What words, actions, or thoughts belie this point of view?)
- Trace the development of plot and characters and identify the narrator across the episodes of the plot.
- Identify why the author may have chosen each narrator type.
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<td>analyze visual and multimedia elements of a text</td>
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<td>make connections between visual/multimedia elements and text</td>
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<td>determine how visual and multimedia elements influence the meaning, tone, or beauty of a text</td>
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**Grade 6**

**ELAGSE6RL9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Know:**
- characteristics of different genres based on the literary elements (e.g., theme, character, plot) associated with those genres

**Do:**
- determine the topic of a text
- identify a theme within a text
- compare and contrast how similar themes and topics are addressed in different genres of text

**Prerequisites:**
- identify the theme of a story
- identify the character's actions and events that are emphasized by an author to reveal the theme or topic of a story
- evaluate the similarities and differences (of themes and topics) to determine what approach the author or characters took
- compare and contrast an author's approach to themes and topics to find similarities and differences with the same genre

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<td>quote accurately from a text</td>
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**Grade 6**

**Support Standard**

**ELAGSE6RL10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**Grade 6**

**ELAGSE6R11:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Know:**
- difference between explicit information and inference and supportive and non-supportive evidence for their analysis
- conventions of how to cite evidence

**Do:**
- analyze the evidence that supports explicit information or is the basis for inference made
- cite accurate evidence using correct conventions

**Pre-requisite:**
- quote accurately from a text

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**Grade 6 HP**

**ELAGSE6RI1:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Know:**
- characteristics of different genres based on the literary elements (e.g., theme, character, plot) associated with those genres

**Do:**
- determine the topic of a text
- identify a theme within a text
- compare and contrast how similar themes and topics are addressed in different genres of text

**Prerequisites:**
- identify the theme of a story
- identify the character's actions and events that are emphasized by an author to reveal the theme or topic of a story
- evaluate the similarities and differences (of themes and topics) to determine what approach the author or characters took
- compare and contrast an author's approach to themes and topics to find similarities and differences with the same genre

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**Grade 6 HP**

**ELAGSE6RL12:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Know:**
- characteristics of different genres based on the literary elements (e.g., theme, character, plot) associated with those genres

**Do:**
- determine the topic of a text
- identify a theme within a text
- compare and contrast how similar themes and topics are addressed in different genres of text

**Prerequisites:**
- identify the theme of a story
- identify the character's actions and events that are emphasized by an author to reveal the theme or topic of a story
- evaluate the similarities and differences (of themes and topics) to determine what approach the author or characters took
- compare and contrast an author's approach to themes and topics to find similarities and differences with the same genre

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**Grade 6 HP**

**ELAGSE6RI2:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Know:**
- characteristics of different genres based on the literary elements (e.g., theme, character, plot) associated with those genres

**Do:**
- determine the topic of a text
- identify a theme within a text
- compare and contrast how similar themes and topics are addressed in different genres of text

**Prerequisites:**
- identify the theme of a story
- identify the character's actions and events that are emphasized by an author to reveal the theme or topic of a story
- evaluate the similarities and differences (of themes and topics) to determine what approach the author or characters took
- compare and contrast an author's approach to themes and topics to find similarities and differences with the same genre

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| Know:     | • difference between central idea and particular details  
• how to summarize several ideas  
• difference between objective and subjective  |
| Do:       | • determine a central idea  
• explain a central idea using particular details  
• summarize the central idea using supportive ideas  |
| Pre-requisite: | • determine a main idea and key details  
• summarize the text  |
|                                                                 | • Model how a central idea is what the whole text is about---its main purpose (e.g., inform about two ways to plant roses)  
• Typically an author makes a statement of the central idea within the introductory paragraph of an essay or chapter  
• A central idea is developed through details, with some details that are key to the central idea while other details enhance the description  
• Engage students in paraphrasing particular details that express the central idea  
• Differentiate paraphrasing that stays true to the author’s text versus personal additions/interpretations  
• Engage students in writing the central idea and summarizing the particular details that support it  
• Compare written summary to the original text and critique how well it represents only the author’s message (objective versus subjective)  
• Purposefully choose a variety of informational texts that introduce and develop central ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose.  |

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| Know:     | • techniques for developing individuals, events, or ideas in a text  
• what an anecdote is  
• what an example is  |
| Do:       | • trace how a key individual, event, or idea is introduced and developed in a text  
• analyze techniques used, such as examples or anecdotes  |
| Pre-requisite: | • explain the relationship between individuals, events, ideas, and concepts  |
|                                                                 | • Model how to trace an individual, event, or idea in a text from introduction to elaboration while pointing out author techniques (e.g., examples, anecdotes)  
• Analyze how the techniques helped the author attain his/her purpose  |

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<th>ELAGSE6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</th>
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| Know:     | • figurative words have an implied (versus literal) meaning known through cultural norms etc. and are used to create an effect (idioms, synonyms, antonyms)  
• connotative words are used create associations (sadness, joy)  
• technical words have specific meaning for a purpose  
• general meanings of words and phrases as well as uses for effect: figurative, connotative, technical  |
| Do:       | • use context clues to determine figurative and connotative meaning of words  
• use context, graphics, illustrations, and reference tools to determine meaning of technical words  
• use common Greek and Latin roots and affixes to determine the  |
|                                                                 | • Demonstrate how text is enriched by use of a range of words with multiple meanings (figurative, connotative)  
• Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially context of ideas, images, and mood  
• Provide opportunities for student use of multiple meaning words (idioms, synonyms, antonyms, etc.) in reading and writing  
• Engage students in determining the meaning of texts where they must apply knowledge of figurative language, connotative meanings, and technical word use  
• Provide focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology  |
| Grade 6 HP | ELAGSE6RI5: 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.  
**Know:**  
- the structural components (e.g., sentence, paragraph, chapter, or section) of various types of texts and the role of each in the overall text  
- that authors use text structures (e.g., chronology, sequence, description, cause/effect, problem/solution) to organize information for a purpose  
**Do:**  
- describe the overall structure of a text  
- explain how the overall structure of the text relates to the development of ideas  
- describe the contribution to the whole message made by a specific section of text (e.g., sentence, paragraph, chapter, or section)  
**Pre-requisites:**  
- compare and contrast text structure across two texts | - Analyze and graph the parts of a paragraph, essay, and chapter while reviewing the role of each part to the whole  
- Illustrate how one part can impact the meaning of the whole message (e.g., a sentence captures a definition or sentiment, a paragraph explains the crux of the problem or solution, a chapter ties ideas together to enhance meaning)  
- Engage students in identifying the section of a text (sentence, paragraph, chapter, or section) that makes the greatest contribution to the ideas developed in the whole text or section of text |
| Grade 6 HP | ELAGSE6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  
**Know:**  
- authors write from a unique perspective or point of view  
- point of view can be determined by examining the author’s relationship to the topic or event  
- the objectivity of a text can be influenced by an author’s purpose or personal bias  
- authors structure their texts to best achieve their purpose in writing  
**Do:**  
- analyze the author’s relationship to the topic or central idea  
- determine the point of view from which the author has written  
- determine the author’s purpose for writing a text  
- explain how authors use different position or viewpoints to advance their purpose  
**Pre-requisite:**  
- compare and contrast multiple accounts of the same event or topic | - Engage students in determining an author’s point of view by examining author attitudes toward the topic, choice of words (to persuade, explain, entertain), images created (factual, embellished), author’s background and expertise on the topic  
- Critique whether the author’s point of view is credible based on background, experience, and expertise  
- Identify techniques used by the author to convey a point of view—facts, examples, persuasion, word choice for a specific effect  
- Use advertisements, both print and televised, to identify and deconstruct author’s point of view, bias, and treatment of counterclaims if any  
- Have the students engage in formal and informal debate  
- Engage students in finding a bias or point of view when it is not explicitly stated but only inferred |
| Grade 6 HP | ELAGSE6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  
**Know:**  
- information on a topic or issue may be presented in different formats such as text and media  
- the full message in a text calls for understanding and combining information in text and accompanying media  
**Do:**  
- Engage students in gathering information from text in various formats and from text that includes information in various media (visuals, graphs, charts, etc.)  
- Analyze how media supports and enhances the message of a text  
- Analyze how media accompanying a text may be used to clarify, provide evidence/data, or represent a bias  
- Require students to gather information from more than one type of source/media in research or analysis projects  
- Encourage students to think about the impact of various mediums on
- interpret information on a topic or issue as it is presented in different text, media, or formats
- integrate the information presented in different text, media, or formats to understand text

Pre-requisite:
- identify information from multiple sources
- analyze information for answers to questions or problems
- determine the most effective and efficient method for answering a question
- determine the most effective and efficient method for solving a problem
- demonstrate the ability to answer a question quickly
- demonstrate the ability to solve a problem efficiently

The messages they receive; for example how print advertisements differ from television advertisements for the same product
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

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<th>ELAGSE6R18: 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.</th>
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| Know:   | that an argument is a statement, belief, or claim based on reason and evidence  
|         | that a claim is an idea or opinion an author tries to prove or defend in an argument                                                                                                                     |
| Do:     | trace the development of the author's argument and specific claims in a text  
|         | identify how the author's evidence supports the argument and specific claims in a text  
|         | evaluate an argument critically using criteria based on credibility of reasons and evidence and sufficient support (all claims supported by reasons or evidence)                                       |
| Pre-requisite: | identify which reasons or evidence support particular points in a text  
|         | evaluate and explain the connection between reasons/evidence and particular points in a text                                                                                                           |

| ELAGSE6R18: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| Know:   | an author's point of view is the perspective (opinions and beliefs) an author shares with the reader through text  
|         | different authors often have different belief's about the same topic or person  
|         | two presentations about the same topic may be different in content and focus                                                                                                                        |
| Do:     | compare and contrast the presentation of the same event by two different authors  
|         | distinguish between fact and opinion  
|         | student must recognize differing viewpoints  
|         | explain why one author's presentation of events differs from that of another author                                                                                                                  |

| ELAGSE6R18: Illustrate comparing and contrasting presentation of a topic using autobiography and biography or memoir and biography  
| Make it a practice to provide texts supporting varying points of view on any given subject under consideration in the classroom  
| Provide opportunities for students to adopt a position that is not their own position in a debate and argue it effectively  
| Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students' knowledge of bias to bear in examining these documents  
| Examine historical documents that provide conflicting information on the same topic or event to gain historical perspective on the concept |
| Directly model and demonstrate the meaning of an argument and its attributes, including the nature of claims  
| Demonstrate how to trace the line of an argument  
| Identify claims made to pose the argument  
| Analyze an argument to determine claims that are supported by credible reasons and evidence and claims that are not  
| Require students to explore and understand the basic and most-frequently-used types of persuasive techniques, identifying them in debates, ads, and other texts and practicing constructing them as well  
| Require students to produce valid evidence for claims in all texts and discussion, both formal and informal (see RI 1) |
Pre-requisite:
- identify and compile key and relevant details/information from several texts (sources) on the same topic
- categorize key and relevant details/information from several texts (sources) on the same topic
- integrate and organize key and relevant details/information from several texts (sources) in a logical manner
- speak knowledgeably about a topic integrating information gathered from several texts (sources) on the same topic
- compose a piece of writing integrating information from several sources on the same topic

Grade 6
ELAGSE6RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 6 HP
ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence.

Know:
- an argument is a claim in which reasons for or against the statement are presented
- arguments are used for many purposes (e.g., to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem)
- an argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid
- arguments are organized by claims and are supported with reasons and evidence
- a claim expresses a point of view on a subject
- there are multiple viewpoints, positions, or stances for a topic
- the difference between persuasive writing and argument writing
- how to write a claim statement
- rhetorical devices used in writing arguments

Do:
- distinguish among claims, reasons, and evidence
- develop arguments using a variety of techniques (e.g., logical reasoning, emotional)
- strengthen arguments by using rhetorical devices in their writing
- defend against possible opposing point of views within their writing

a. Introduce claim(s) and organize the reasons and evidence clearly

Know:
- a claim is a statement that can be supported with reasons and evidence
- writers introduce claims in the first statement or section of argument writing
- supporting reasons and evidence relate to a claim
- the structure of arguments organizes reasons and evidence logically

- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Model and engage students in writing arguments that address the Know and Do of this standard
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Provide students with topics and texts from which to construct arguments that are relevant and provocative
- Share great student examples and real world examples
- Practice co-writing with students
<table>
<thead>
<tr>
<th>Do:</th>
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<tbody>
<tr>
<td><strong>determine reasons and evidence that relate to a claim</strong></td>
</tr>
<tr>
<td><strong>determine how to organize reasons and evidence to logically support a claim</strong></td>
</tr>
<tr>
<td><strong>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</strong></td>
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<th>Know:</th>
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<tbody>
<tr>
<td><strong>not all sources are credible</strong></td>
</tr>
<tr>
<td><strong>how to distinguish between credible and non-credible sources</strong> (See W.6.8.)</td>
</tr>
<tr>
<td><strong>how to cite information from various sources</strong> (See W.6.8.)</td>
</tr>
<tr>
<td><strong>claims are supported by reasons demonstrating an understanding of the topic</strong></td>
</tr>
<tr>
<td><strong>reasoning supports or weakens a claim</strong></td>
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<tr>
<td><strong>claims are presented in different kinds of writing (e.g., logical, emotional, reasoning)</strong></td>
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<tbody>
<tr>
<td><strong>determine which reasons further an argument, not simply restate it</strong></td>
</tr>
<tr>
<td><strong>determine which technique or supportive format best enhances their claim (e.g., logical, emotional, reason)</strong></td>
</tr>
<tr>
<td><strong>determine if a source is accurate and credible to support their claim</strong></td>
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| c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |

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<tr>
<td><strong>words that show relationships (e.g., and, or, however)</strong></td>
</tr>
<tr>
<td><strong>phrases that show relationships (e.g., for instance)</strong></td>
</tr>
<tr>
<td><strong>clauses that show relationships (e.g., although dogs are my favorite pet)</strong></td>
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<tbody>
<tr>
<td><strong>determine the appropriate word, phrase, or clause to connect and clarify ideas</strong></td>
</tr>
<tr>
<td><strong>determine the relationship among claims and reasons</strong></td>
</tr>
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</table>

| d. Establish and maintain a formal style. |

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<tbody>
<tr>
<td><strong>style is the way an author chooses to use language (e.g. formal, poetic, direct, fast-paced, down-to-earth)</strong></td>
</tr>
<tr>
<td><strong>formal writing follows the standard conventions (e.g., no abbreviations or slang)</strong></td>
</tr>
<tr>
<td><strong>that style is the author's voice, which should remain consistent throughout a piece</strong></td>
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<th>Do:</th>
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<tbody>
<tr>
<td><strong>use formal style to compose arguments</strong></td>
</tr>
<tr>
<td><strong>evaluate their writing for stylistic consistency</strong></td>
</tr>
</tbody>
</table>
e. Provide a concluding statement or section that follows from the argument presented.

**Know:**
- a concluding statement or section supports the argument previously presented
- a concluding statement or section mirrors the introduction
- that new claims, reasons, and evidence are never introduced in the conclusion
- a conclusion attempts to change the reader’s point of view, brings about some action on the reader's part, or asks the reader to accept the writer's explanation

**Do:**
- determine which outcome they are seeking in their conclusion (e.g., change in viewpoint, call to action, idea acceptance)
- determine if a conclusion reinforces the argument presented

**Pre-requisite:**
- determine relevant reasons and information to support their point of view
- group reasons and information together in a logical way
- identify possible opposing point of views to their arguments

---

**Grade 6 HP ELAGSE6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Know:**
- informative text structures (e.g., problem/solution, cause/effect, sequential)
- explanatory text structures (e.g., description or definition with causes, motives, or reasons)
- relevant content that supports or explains a topic

**Do:**
- determine the organizational structure that is most appropriate for the topic and purpose
- organize ideas, new information, and prior knowledge to clearly explain the topic
- analyze relevant content
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Know:**
- a topic is a general category or class of ideas
- informational formatting (e.g., headings, columns)
- types of graphics used in informational text (e.g., charts, tables)
- multimedia is a form of information that aids comprehension of text
- how to introduce a topic clearly and concisely

**Know:**
- Model and engage students in writing informative/explanatory texts to examine a topic and convey ideas and concepts that address the specific strategies described in the Know and Do of this standard
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students
| Do: | • determine which text structure to use to effectively organize ideas, concepts, and information (e.g., cause/effect, compare/contrast)  
• determine when to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension | b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| Know: | • that informative and explanatory texts are composed of relevant facts, definitions, concrete details, quotations and examples  
• how to accurately cite information  
• the difference between quoting information and paraphrasing information | |
| Do: | • determine when facts, quotes, details, and examples are relevant to a topic | c. Use appropriate transitions to clarify the relationships among ideas and concepts. |
| Know: | • transitions connect ideas and concepts to create cohesion  
• transitions clarify relationships among ideas and concepts  
• transitions can be individual words, phrases or sentences | |
| Do: | • determine which transitions are appropriate to clarify relationships among ideas and concepts  
• determine which transitions best support text structure and purpose  
• determine where to add transitions in informative and explanatory texts | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| Know: | • precise language is the most accurate word to describe or explain  
• domain-specific words are those that have a precise meaning in a subject (foot in biology and foot in math) | |
| Do: | • write information and explanations that use precise language and/or domain-specific language appropriately  
• determine which grade-level vocabulary words help inform or explain the topic  
• determine when to define domain-specific words for their audience | e. Establish and maintain a formal style. |
| Know: | • style is the way an author uses language (e.g., formal, poetic, direct, fast-paced, down-to-earth)  
• style should remain consistent throughout a piece | |
**Do:**
- determine the formal style of writing that is best suited for task and purpose.
  - Provide a concluding statement or section that follows from the information or explanation presented.

**Know:**
- A concluding statement reinforces the ideas presented in the text
- A concluding statement can be one or more sentences (e.g., a concluding paragraph)
- A conclusion summarizes or reflects on the information presented

**Do:**
- Determine how to effectively conclude a topic
- Determine which information to use when formulating a conclusion

**Pre-requisite:**
- Determine when it is appropriate to use new information, prior knowledge, and definitions to further develop a topic
- Analyze writing to determine where to effectively add new information and prior knowledge within an organizational structure to enhance a topic or purpose

---

**Grade 6 HP**

**ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Do:**
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**Know:**
- The context of a story is the setting
- Context is established to engage and orient the reader (e.g., setting, circumstance)
- That writing in the first person limits the reader to one character's perspective (e.g., using pronouns such as "I" or "we")
- That writing in the third person allows more freedom in how the story is told (e.g., using pronouns such as "he", "she", and "they")
- There are different character types (e.g., protagonist, antagonist)
- Events in a narrative text are organized in a sequence best suited to unfolding the episodes of the plot

**Do:**
- Encourage students to emulate the style and voice of their favorite writers on occasion to scaffold their developing abilities and try on various personas in their writing
- Explore ways to tie narrative writing to texts under consideration by the class (such as extending a story past its end point, creating an alternate ending or character, responding to literature informally, etc.)
- Include poetry writing in creative writing explorations including free verse and structured verse
- Include narrative writing in routine writing whenever possible
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Know:
- A story is developed using narrative techniques (e.g., dialogue and inner monologue provide insight into the narrator's and characters' personalities and motives)
- A narrative is developed using relevant details about scenes, objects, or people to describe specific actions (e.g., movement, gestures, postures, expressions)
- A narrative is developed using well-structured event sequences to manipulate pace, to highlight significance of events, and create tension or suspense

Do:
- Determine if dialogue should be used in their writing
- Develop relevant visual details of scenes, objects, and people in narrative writing
- Compose details that depict specific actions (e.g., movements, gestures, postures and expressions)
- Develop dialogue that provides insight into the narrator's and characters' personalities and motives
- Manipulate the pace of a story to highlight significant events, or to create tension and suspense

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c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Know:
- Transitions help develop the sequence of events (e.g., later, next, then, before long, at the same time)
- Narrative transitions signal shifts in time or place

Do:
- Determine which type of transition is appropriate for circumstance (e.g. sequence, time shift, setting shift)

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d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Know:
- Sensory details are descriptive phrases that use the five senses (e.g., If the event is a day at the beach - visual: kids building a sandcastle; sound: the lifeguard's warning whistle; smell: ocean air; taste: salt water; feeling: sand between toes)
- That imagery evokes an idea, thought, or feeling through the use of concrete words and sensory details
- Understand the importance of using precise language to describe experiences and events

Do:
- Determine which experiences and events need elaboration through descriptive details
- Determine when and where to add concrete words and sensory
details to narrative writing
- determine which type of sensory language is appropriate for the given context
e. Provide a conclusion that follows from the narrated experiences or events.

**Know:**
- a conclusion summarizes or provides reflection on the events in a narrative
- a conclusion may not signal the complete end of a story
- the conclusion links to the introduction in some way

**Do:**
- develop an appropriate conclusion to a story

**Pre-requisite:**
- logically create interactions between characters in a narrative
- demonstrate both audience and purpose in choosing the characters, audience, and sequential order in a narrative
- demonstrate multiple techniques to develop characters in their narratives (e.g., own character’s actions, dialogue, other character’s thoughts and actions)
- synthesize figurative language and events to engage the audience in their narratives

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**Grade 6**

**ELAGSE6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**Know:**
- that development, organization, and style are dependent upon the task, purpose, and audience
- a variety of writing types (e.g., opinion, informative, narrative) including the organization, style, and audience associated with each type

**Do:**
- determine an appropriate writing type for a specific task, purpose, and audience
- organize a text appropriately to task, purpose, and audience
- develop their ideas and a writing style to convey their tone and meaning to the audience

**Pre-requisite:**
- develop thesis statements that clearly state the topic, task or purpose of a paper
- develop topic sentences that state the main idea, task or purpose of each paragraph in a paper
- define paragraphs within a composed piece of writing, including an introduction and conclusion

**Grade 6 HP**

**ELAGSE6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, 

- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

- Use multiple strategies to engage students in revising and perfecting
rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)

**Know:**
- planning is a multi-step process: generate ideas, gather information, categorize and group findings and ideas, and then arrange information according to task
- revising is changing what is written to make it more effective (e.g., clarity, focus, description, or persuasive)
- editing is correcting a story for mechanical errors in English conventions and grammar (e.g., spelling, grammar, punctuation, style)
- revising and editing are different processes
- rewriting is writing a piece again, with revisions
- trying a new approach involves changing their interpretation of the task with a unique, original style or different point of view
- that a new approach can strengthen writing and is as important as editing, revising, and rewriting the piece

**Do:**
With some guidance and support from peers and adults:
- demonstrate the writing process to develop and strengthen their writing
- demonstrate the difference between editing and revising
- determine whether a new approach will strengthen a written piece, and how to adapt the writing for the new approach
- use correct grammar and conventions

**Pre-requisite:**
With guidance and support from peers and adults:
- decide how to adapt a piece of writing to reflect a new approach or interpretation of a task or topic
- evaluate how the new approach changes the structure, task, purpose or organization of a piece of writing

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**Grade 6**

**ELA**

**Grade 6 W6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Know:**
- how to use technology to produce and publish writing (e.g., computers, printers, cameras, audio and digital recordings)
- blogs, e-mails, and social networking sites are forums for sharing writing
- different technology formats utilize different styles of writing, serve different purposes, and target different audiences
- proficient keyboarding skills
- adequate computer skills to be able to use technology to publish and produce writing, and collaborate with peers

**Do:**
- determine which technology to use depending on the purpose of the writing

- their writing, including individual conferencing, peer editing, virtual editing (using software designed for that purpose or using simple tools like Microsoft Word tools for word count and sentence structure)
- Consider implementing a “most improved” designation on occasion, awarding a paper that shows the most improvement between drafts
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example checking sentences for varied fluency)
- Occasionally require students to turn in both drafts of an essay, and/or include their pre-writing and brainstorming notes, making these integral parts of the total grade
| Grade 6 HP | ELAGSE6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **Know:**
| | - research is an investigation of a topic that uses more than one credible resource (e.g., books, websites, investigations, experiments)
| | - how to narrow a topic to focus investigation
| | - how to properly cite researched information using MLA format
| | - how to paraphrase researched material
| | - what an in-text citation is
| | - the different ways research can be plagiarized
| | **Do:**
| | - select aspects of a topic that are specific and suited to an investigation
| | - combine research to support their own ideas and opinions in a research project
| | - develop their ideas and opinions with paraphrased and quoted material from their research
| | - cite quotes correctly within a text, including a proper in-text citation for each quote
| | - identify different ways plagiarism can occur in research projects
| | - identify when plagiarism occurs within their own and others’ research projects
| | **Pre-requisite:**
| | - combine research to support their own ideas and opinions in a research project
| | - develop their ideas and opinions with paraphrased and quoted material from their research
| | - cite quotes correctly within a text, including a proper in-text citation for each quote
| | | **Pre-requisite:**
| | - determine which technology will help them produce and publish a piece of writing
| | - determine the technology format best suited to share their writing with a chosen audience
| | - determine when it is appropriate to use technology and the Internet to interact and collaborate with peers on a piece of writing
| | - determine if it is appropriate to write the minimum pages or exceed the minimum requirement
| | **Pre-requisite:**
| | - determine which technology will help them produce and publish a piece of writing
| | - determine the technology format best suited to share their writing with a chosen audience
| | - determine when it is appropriate to use technology and the Internet to interact and collaborate with peers on a piece of writing
| | - determine if it is appropriate to write the minimum pages or exceed the minimum requirement
| | **Pre-requisite:**
| | - provide a balanced mix of assigned and self-generated avenues for research inquiry
| | - Teach methods for writing citations from the informal bibliography to the basic outlines of a formal citation
| | - include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class
| | - Model and encourage students to make connections between seemingly unrelated topics and to generate ideas for extensions
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<th>Grade 6 HP</th>
<th>ELAGSE6W8: 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.</th>
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</table>
| Know: | - how to locate and gather relevant information  
- a primary source is a first-hand account of a topic  
- a secondary source is information that is shared after it is gathered from primary sources  
- that not all sources are credible  
- a source's credibility is based on the author's expertise, point of view, and purpose  
- the difference between a print and digital source  
- that a print source is cited differently than a digital source, although some components are the same  
- a works cited page appears at the end of a paper, and lists the information actually used within the written research project  
- a bibliography appears at the end of a paper and lists the publishing information for each of the sources used in research  
- attributes of plagiarism and how to avoid its use |
| Do: | - determine key words to use when researching  
- determine what information is relevant when taking notes  
- gather relevant information from print and digital sources  
- determine how to categorize information  
- determine the credibility of a source  
- determine when to cite a source  
- demonstrate the difference between print source citations and digital source citations  
- quote or paraphrase the data and conclusions of source information using correct conventions  
- analyze own text for possible plagiarism  
- provide basic bibliographic information for sources using fundamentals of MLA style |
| Pre-requisite: | - determine what information is relevant when researching a topic  
- determine what information from their experiences is relevant to the topic  
- summarize or paraphrase information to support their own ideas or opinions on a research topic |

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<tr>
<th>Grade 6 HP</th>
<th>ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
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| | - Follow suggested curriculum guidelines for the production of text-
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<th>Know:</th>
<th>Do:</th>
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| - evidence means the information that proves or disproves an idea or opinion  
- analyze means to separate into parts and review relationships  
- reflection means to form an opinion about the topic  
- how to locate evidence in text | - determine the task, purpose, and audience  
- determine the text structure of the text for their task  
- determine which information from the text can be used as evidence  
- determine what evidence is relevant  
- determine if a single text provides sufficient evidence or if additional information is needed  
- a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").  
- Know:  
  - identify different genres of literature  
  - narrative elements and story themes  
  - literary text techniques (e.g., figurative language, imagery)  
- Do:  
  - determine task, purpose, and audience  
  - determine format or structure for task (e.g., compare/contrast, summarize, describe)  
  - differentiate narrative elements (e.g., theme vs. plot)  
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").  
- Know:  
  - literary nonfiction is factual information written in a literary style (e.g., autobiography, prose)  
  - literary techniques  
  - author's purpose for the original text  
  - how to search for relevant information  
- Do:  
  - determine task, purpose, and audience  
  - determine text structure or format (e.g., compare/contrast, summarize)  
  - determine what portions of text are required to complete the tasks  
  - determine if additional information, resources, or text are required  
  - interpret information in a text  
- Pre-requisite:  
  - determine reasons and evidence that support particular points in a text  
  - determine what portions of text are required to complete the tasks  
- based analysis essays with both an argumentative and an informational focus  
- Encourage students to focus on how an author uses a strategy or literary element, or why he or she chooses one approach over another in a given context; analysis essays should never focus on the lowest cognitive level of what the text was about  
- Require students to create formal annotations and citations at least occasionally  
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence |
| Grade 6 | ELAGSE6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
**Know:**  
- writing can be done in any academic area  
- writing should be done routinely, each time with a specific purpose  
- writing can be completed in extended and short time frames  
- the task, purpose and audience for their writing  
**Do:**  
- compose multiple pieces of writing in a variety of time frames, in multiple content areas, and for different audiences, tasks and purposes  
**Pre-requisite:**  
- determine the purpose and audience their writing will address | **Do:**  
- Provide frequent writing opportunities, both formal and routine, brief and extended  
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both  
- Require students to maintain a record of their writing throughout the year in the form of a portfolio  
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits  
- Vary the requirements for tasks to include type-written and handwritten pieces, long and short pieces, research |
| Grade 6 HP | ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**a.** Ensure that pronouns are in the proper case (subjective, objective, possessive).  
**Know:**  
- pronouns refer to or replace nouns in a sentence  
- a pronoun in the subjective case is used as the subject of the sentence  
- a pronoun in the objective case is used as the object of verbs or prepositions within a sentence  
- possessive case pronouns show and express ownership or relationship  
- Students must match the type of pronoun to the noun it is replacing (e.g., antecedent)  
**Do:**  
- Students must use the correct pronoun case when writing  
**Pre-requisite:**  
- determine the purpose and audience their writing will address | **b.** Use intensive pronouns (e.g., myself, ourselves).  
**Know:**  
- that an intensive pronoun ends in self or selves.  
**Do:**  
- use intensive pronouns to add emphasis on the noun or pronoun. (e.g., The assignment itself wasn't long, it just took a long time to complete.)  
**Pre-requisite:**  
- determine the purpose and audience their writing will address |  
| Grade 6 HP | **c.** Recognize and correct inappropriate shifts in pronoun number and person.*  
**Know:**  
- Students must know that singular pronouns are used to replace singular nouns (antecedents).  
- Students must know that plural pronouns are used to replace plural nouns (antecedents).  
- Students must know that unlike nouns, personal pronouns sometimes have different forms for masculine/male, feminine/female, and neuter (he, she, it).  
**Pre-requisite:**  
- determine the purpose and audience their writing will address | **Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade**  
- Point out examples within texts under consideration of grammatical concepts focused on in your grade’s standards  
- As necessary, provide focused instruction on concepts that may be new to students, such as the types of pronouns  
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level |
| Students must know that personal pronouns have different forms depending on whether the pronoun acts as a subject or object (he-him, she-her). |
| Students must know pronoun agreement depends on the case of the person it is replacing and its gender. |
| Students must know that first person is the self (I, me, we). |
| Students must know that second person is to whom the person is speaking (e.g., you). |
| Students must know that third person is about whom the person/people are speaking (he, she, it, him, her, they, them). |

**Do:**
- recognize an inappropriate shift in pronoun number or person
- correct an inappropriate shift in pronoun number or person

**Pre-requisite:**

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

**Know:**
- how to use pronouns correctly
- that pronouns should refer to antecedents
- that ambiguous antecedents or unclear antecedents are open to more than one interpretation

**Do:**
- identify pronouns with unclear or ambiguous antecedents
- correct unclear pronouns
- correct pronouns with ambiguous antecedents
- use pronouns that agree in number, person and gender with the noun it replaces or refers to

**Pre-requisite:**

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

**Know:**
- what subject-verb agreement is
- how to correct shifts in verb tenses
- what pronoun/noun/antecedent agreement is
- how to use conjunctions correctly
- how to recognize and correct sentence fragments and run-on sentences
- proper uses of the parts of speech (nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections)
- the difference between simple, complex, and compound sentences
- clauses, phrases and sentences

**Do:**
- recognize variations from standard English within a text or writing, including their own
- determine what strategies to use to improve expression in conventional language
- apply knowledge of conventional language to improve writing
evaluate their own writing and others’ for variations to determine how to improve the writing

Pre-requisite:

Grade 6 HP

ELAGSE6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

Know:

- a nonrestrictive element is a word, phrase, or dependent clause that provides added (though not essential) information to a sentence, but does not limit (or restrict) the element it modifies
- a nonrestrictive element is usually set off with commas
- a parenthetical element is any sentence element that interrupts the forward movement of a clause
- nonrestrictive and parenthetical elements are not integral parts of the clause or phrase it is interrupting
- a parenthetical element is set off from the clause with parentheses
- the forms of parenthetical punctuation in order of strength: commas, dashes, and parentheses
- dashes tell the reader additional information in an emphatic way
- dashes set off an abrupt turn of thought within a sentence
- parentheses interrupt to explain additional information that the reader should know
- parentheses set off a relevant date
- parentheses enumerate a list
- parentheses signify placement of illustrations and text graphics
- parentheses describe initialisms and abbreviations
- parentheses can hold explanations and clarifications
- commas and dashes can be used singly, while parentheses are always used in pairs
- if a whole sentence is inside parentheses, then the period is placed inside the end parenthesis
- if only part of the sentence is in parentheses, then the period goes outside of the end parenthesis

Do:

- determine which punctuation marks would be most effective for the nonrestrictive or parenthetical element within a composition
- recognize the situations in which to use parentheses when writing: explaining, translating, commenting, supplementing, listing, marking telephone area codes, citing literary works, and making internal references
- determine the necessity of parentheses to set off the explanation of additional information

Pre-requisite:

b. Spell correctly.

Know:

- spellings of high frequency words
- about word structure

Pre-requisite:

- Consult the CCGPS’ “Language Progressive Skills Chart” to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on grade-level concepts such as comma usage and modifier placement, always in connection to a text under consideration (never in isolation)
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas
| Grade 6 | ELAGSE6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Vary sentence patterns for meaning, reader/listener interest, and style.*  
  
  **Know:**  
  - the four basic sentence structures (e.g., simple, compound, complex, and compound-complex)  
  - that using varied sentence structures increases reader interest and affects style  
  
  **Do:**  
  - Students must change sentence structure by using different combinations of dependent and independent clauses.  
  **Pre-requisite:**  
  - Provide examples of text with strong fluency (sentence variety)  
  - Provide explicit instruction with examples of essays that err on the side of too much language as well as those that err on the side of too little  
  - Proactively seek out examples of grammatical concepts under consideration in grade 6 (primarily pronouns) in texts under consideration by the class  
  - Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 7 |
| Grade 6 | ELAGSE6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
  
  **Know:**  
  - context clues including overall meaning of a sentence or paragraph and a word's position or function in a sentence provide information about the meanings of unfamiliar words  
  
  **Do:**  
  - identify words that are unknown or unfamiliar in a sentence  
  - identify context clues including overall meaning of a sentence or paragraph and a word's position or function in a sentence  
  
  **Pre-requisite:**  
  - Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials  
  - Routinely list and explore new words introduced through class texts  
  - Point out roots and patterns in unfamiliar words  
  - Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.  
  - Review the construction of dictionary entries to ensure that students understand each part |
• Determine the meaning of a word or phrase from context clues

Pre-requisite:

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Know:
• the meanings of grade-appropriate Greek and Latin roots
• the meanings of grade-appropriate Greek and Latin affixes

Do:
• identify and define grade-appropriate Greek and Latin roots
• identify and define grade-appropriate Greek and Latin affixes
• identify the connection between Greek-based or Latin-based words to define an unknown word

Pre-requisite:

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Know:
• how to use a dictionary, glossary or thesaurus to find a word

Do:
• identify print and digital reference material
• identify the pronunciation of a word
• determine the precise meaning of a word
• identify the part of speech of a word

Pre-requisite:

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Know:
• the multiple methods used to determine the meaning of an unknown word or phrase (e.g., context clue usage, word part analysis, consultation of reference materials)

Do:
• determine the meaning of an unknown word or phrase
• confirm initial understandings using a variety of learned methods

Pre-requisite:

Grade 6
ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

Know:
• that figurative language is descriptive language that is nonliteral
• that figurative language is speech or writing used to achieve a special effect or meaning
• personification is a figure of speech that assigns human qualities to an idea, object, or animal

Do:
• identify and define grade-appropriate figures of speech
• identify type(s) of figurative language used in speech or writing in order to interpret text accurately
• explain figures of speech such as personification

Pre-requisite:

• Guide students in identifying various types of figurative language; provide contextual examples
• Choose texts rich in figurative and connotative language
• Provide opportunities for students to brainstorm out loud about the connotations of words to ensure that they are applying this concept correctly
• Require students to translate figurative expressions into concrete language and vice versa
• Practice exploring connotations of common vocabulary as well as newer vocabulary
<table>
<thead>
<tr>
<th><strong>Pre-requisite:</strong></th>
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<tr>
<td>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
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<tr>
<td><strong>Know:</strong></td>
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<tr>
<td>- how particular words are related in meaning</td>
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<tr>
<td>- that knowing the relationship between words can help them better understand the meaning of particular words (e.g., knowing the meanings of parts of words, such as affixes and root words, can provide access to the meaning of the whole word)</td>
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<tr>
<td>- using the relationship between particular words such as item or category can help communicate in an organized fashion when writing or speaking</td>
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<td><strong>Do:</strong></td>
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<tr>
<td>- apply the knowledge of word relationships to better understand them</td>
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<td><strong>Pre-requisite:</strong></td>
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<tr>
<td>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
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<tr>
<td><strong>Know:</strong></td>
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<tr>
<td>- that connotation refers to the ideas and feelings associated with the meaning of a word when spoken or written</td>
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<tr>
<td>- that a word can have a positive, negative, or neutral connotation (e.g., weak has a negative connotation when it is referring to a lack of strength in character)</td>
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<tr>
<td>- that denotation refers to the literal or dictionary definition of a word</td>
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<td>- that words may have similar meanings, but their connotative meanings may be very different (e.g., stingy vs. thrifty)</td>
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<td>- that the connotative meanings of words can influence an audience's emotions or reaction to what was read or heard</td>
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<td><strong>Do:</strong></td>
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<tr>
<td>- use knowledge of connotative meanings of words to influence an audience through writing or speaking</td>
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**Grade 6**

| **ELAGSE6L6:** | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |
| Know: |  |
| - how to acquire and use accumulated word knowledge when considering the meaning of unknown words and phrases or using words and phrases to communicate ideas |  |
| - how to apply vocabulary strategies to evaluate words and their meaning and placement |  |
| **Do:** |  |
| - evaluate words for accurate usage |  |
| **Pre-requisites:** | acquire and use grade-appropriate academic and domain-specific words |  |
| **ELAGSE6SL1:** | Engage effectively in a range of collaborative discussions |  |
| **Pre-requisites:** |  |
| - Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each |  |
| - Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary |  |
| - Use both figurative/connotative language and literal/concrete language in lecture and discussion |  |
(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.

**ELAGSE6SL2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**ELAGSE6SL3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**ELAGSE6SL4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**ELAGSE6SL5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**ELAGSE6SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)