



READING STANDARDS: LITERATURE

| <input type="checkbox"/> | Number | Standard | | | | | | | |
|--|---------|---|--|--|--|--|--|--|--|
| Key Ideas and Details | | | | | | | | | |
| <input type="checkbox"/> | 6RL 1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | | | | |
| <input type="checkbox"/> | 6RL 2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | | | | | | |
| <input type="checkbox"/> | 6RL 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. | | | | | | | |
| Craft and Structure | | | | | | | | | |
| <input type="checkbox"/> | 6RL 4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (<u>See grade 6 Language standards 4–6 for additional expectations.</u>) | | | | | | | |
| <input type="checkbox"/> | 6RL 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. | | | | | | | |
| <input type="checkbox"/> | 6RL 6. | Explain how an author develops the point of view of the narrator or speaker in a text. | | | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | |
| <input type="checkbox"/> | 6RL 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. | | | | | | | |
| <input type="checkbox"/> | 6RL 8. | (Not applicable to literature) | | | | | | | |
| <input type="checkbox"/> | 6RL 9. | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| <input type="checkbox"/> | 6RL 10. | 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. | | | | | | | |

Informational Text



READING STANDARDS: INFORMATIONAL TEXT

| <input type="checkbox"/> | Number | Standard | | | | | | | |
|--|---------|--|--|--|--|--|--|--|--|
| Key Ideas and Details | | | | | | | | | |
| <input type="checkbox"/> | 6RI 1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | | | | |
| <input type="checkbox"/> | 6RI 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. | | | | | | | |
| <input type="checkbox"/> | 6RI 3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | | | | | | | |
| Craft and Structure | | | | | | | | | |
| <input type="checkbox"/> | 6RI 4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (<u>See grade 6 Language standards 4–6 for additional expectations.</u>) | | | | | | | |
| <input type="checkbox"/> | 6RI 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. | | | | | | | |
| <input type="checkbox"/> | 6RI 5.a | <u>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u> | | | | | | | |
| <input type="checkbox"/> | 6RI 6. | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | | | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | |
| <input type="checkbox"/> | 6RI 7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | | | | | | | |
| <input type="checkbox"/> | 6RI 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. | | | | | | | |
| <input type="checkbox"/> | 6RI 9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| <input type="checkbox"/> | 6RI 10. | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | | |

History/Social Studies



READING STANDARDS: HISTORY/SOCIAL STUDIES

| <input type="checkbox"/> | Number | Standard | | | | | | | |
|--|---------|---|--|--|--|--|--|--|--|
| Key Ideas and Details | | | | | | | | | |
| <input type="checkbox"/> | 6RH1. | Cite specific textual evidence to support analysis of primary and secondary sources. | | | | | | | |
| <input type="checkbox"/> | 6RH 2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | | | | | | |
| <input type="checkbox"/> | 6RH 3. | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | | | | | | | |
| Craft and Structure | | | | | | | | | |
| <input type="checkbox"/> | 6RH 4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | | | | | | | |
| <input type="checkbox"/> | 6RH 5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). | | | | | | | |
| <input type="checkbox"/> | 6RH 6. | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | |
| <input type="checkbox"/> | 6RH 7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | | | | |
| <input type="checkbox"/> | 6RH 8. | Distinguish among fact, opinion, and reasoned judgment in a text. | | | | | | | |
| <input type="checkbox"/> | 6RH 9. | Analyze the relationship between a primary and secondary source on the same topic. | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| <input type="checkbox"/> | 6RH 10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | | | | | | | |

Science & Technical



READING STANDARDS: SCIENCE AND TECHNICAL SUBJECTS

| <input type="checkbox"/> | Number | Standard | | | | | | | |
|--|----------|--|--|--|--|--|--|--|--|
| Key Ideas and Details | | | | | | | | | |
| <input type="checkbox"/> | 6RST1. | Cite specific textual evidence to support analysis of science and technical texts. | | | | | | | |
| <input type="checkbox"/> | 6RST 2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | | | | | | | |
| <input type="checkbox"/> | 6RST 3. | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | | | | | | | |
| Craft and Structure | | | | | | | | | |
| <input type="checkbox"/> | 6RST 4. | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . | | | | | | | |
| <input type="checkbox"/> | 6RST 5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | | | | | | | |
| <input type="checkbox"/> | 6RST 6. | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | | | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | |
| <input type="checkbox"/> | 6RST 7. | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | | | | | | | |
| <input type="checkbox"/> | 6RST 8. | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | | | | | | | |
| <input type="checkbox"/> | 6RST 9. | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| <input type="checkbox"/> | 6RST 10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | | | | | | | |



Opinion/Argument



WRITING STANDARDS: OPINION/ARGUMENT WRITING

| □ | Number | Standard | | | | | | |
|--------------------------------|--------|--|--|--|--|--|--|--|
| Text Types and Purposes | | | | | | | | |
| □ | 6W 1 | Write arguments to support claims with clear reasons and relevant evidence. | | | | | | |
| □ | 6W 1a. | Introduce claim(s) and organize the reasons and evidence clearly. | | | | | | |
| □ | 6W 1b. | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | | | | | | |
| □ | 6W 1c. | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | | | | | | |
| □ | 6W 1d. | Establish and maintain a formal style. | | | | | | |
| □ | 6W 1e. | Provide a concluding statement or section that follows from the argument presented. | | | | | | |

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

| □ | Number | Standard | | | | | | |
|--------------------------------|---------|---|--|--|--|--|--|--|
| Text Types and Purposes | | | | | | | | |
| □ | 6W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | | | |
| □ | 6W 2a. | Introduce a topic or <u>thesis statement</u> ; 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. | | | | | | |
| □ | 6W 2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | | | | |
| □ | 6W 2c. | Use appropriate transitions to clarify the relationships among ideas and concepts. | | | | | | |
| □ | 6W 2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | | | |
| □ | 6W 2 e. | Establish and maintain a formal style. | | | | | | |
| □ | 6W 2 f. | Provide a concluding statement or section that follows from the information or explanation presented. | | | | | | |

Narrative



WRITING STANDARDS: NARRATIVE WRITING

| □ | Number | Standard | | | | | | |
|--------------------------------|--------|---|--|--|--|--|--|--|
| Text Types and Purposes | | | | | | | | |
| □ | 6W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | | | |
| □ | 6W 3a. | 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. | | | | | | |
| □ | 6W 3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | | | | | |
| □ | 6W 3c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | | | | | | |
| □ | 6W 3d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | | | | | | |
| □ | 6W 3e. | Provide a conclusion that follows from the narrated experiences or events. | | | | | | |

Opinion/Argument

Informative/Explanatory

Narrative



WRITING STANDARDS: ALL GENRES

| □ | Number | Standard | | | | | | |
|--|----------|---|--|--|--|--|--|--|
| Production and Distribution of Writing | | | | | | | | |
| □ | 6W 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | | | |
| □ | 6W 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) | | | | | | |
| □ | 6W 6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | | | | | | |
| Research to Build and Present Knowledge | | | | | | | | |
| □ | 6W 7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | | | | |
| □ | 6W 8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources | | | | | | |
| □ | 6W 9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | |
| □ | 6W 9. 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”). | | | | | | |
| □ | 6W 9. 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”). | | | | | | |
| Range of Writing | | | | | | | | |
| □ | 6W 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | | | |

Opinion/Argument

History/Social Studies

Science & Technical



WRITING STANDARDS: Opinion/Argument Writing for History/Social Studies, Science, and Technical Subjects

| □ | Number | Standard | | | | | | |
|--------------------------------|-----------|---|--|--|--|--|--|--|
| Text Types and Purposes | | | | | | | | |
| □ | 6WHST 1 | Write arguments focused on <i>discipline-specific content</i> . | | | | | | |
| □ | 6WHST 1a. | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | | | | | | |
| □ | 6WHST 1b. | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | | | | | | |
| □ | 6WHST 1c. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | | | | | | |
| □ | 6WHST 1d. | Establish and maintain a formal style. | | | | | | |
| □ | 6WHST 1e. | Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | |

Informative/Explanatory

History/Social Studies

Science & Technical



WRITING STANDARDS: Informative/Explanatory Writing for History/Social Studies, Science, and Technical Subjects

| □ | Number | Standard | | | | | | |
|--------------------------------|------------|---|--|--|--|--|--|--|
| Text Types and Purposes | | | | | | | | |
| □ | 6WHST 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | | | | | | |
| □ | 6WHST 2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | | | | | | |
| □ | 6WHST 2b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | | | | | | |
| □ | 6WHST 2c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | | | |
| □ | 6WHST 2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | | | |
| □ | 6WHST 2 e. | Establish and maintain a formal style and objective tone. | | | | | | |
| □ | 6WHST 2 f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. | | | | | | |

GRADE 6 STUDENT CHECKLIST
California Common Core Standards English Language Arts



Narrative History/Social Studies Science & Technical



WRITING STANDARDS: Narrative Writing for History/Social Studies, Science, and Technical Subjects

| <input type="checkbox"/> | Number | Standard | | | | | | | |
|--------------------------------|---------|--|--|--|--|--|--|--|--|
| Text Types and Purposes | | | | | | | | | |
| X | 6WHST 3 | (Not applicable as a separate requirement) | | | | | | | |

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Opinion/Argument Informative/Explanatory Narrative History/Social Studies Science & Technical



WRITING STANDARDS: All Genres for History/Social Studies, Science, and Technical Subjects

| Production and Distribution of Writing | | | | | | | | | |
|--|-----------|--|--|--|--|--|--|--|--|
| <input type="checkbox"/> | 6WHST 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | | |
| <input type="checkbox"/> | 6WHST 5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | | | | | | | |
| <input type="checkbox"/> | 6WHST 6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | | | | | | | |
| Research to Build and Present Knowledge | | | | | | | | | |
| <input type="checkbox"/> | 6WHST 7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | | | | | | |
| <input type="checkbox"/> | 6WHST 8. | Gather relevant information from multiple print and digital sources (<u>primary and secondary</u>), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | | | | |
| <input type="checkbox"/> | 6WHST 9. | Draw evidence from informational texts to support analysis, reflection, and research. | | | | | | | |
| Range of Writing | | | | | | | | | |
| <input type="checkbox"/> | 6WHST 10. | Write routinely over extended time frames (time for 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. | | | | | | | |

Speaking & Listening



SPEAKING AND LISTENING STANDARDS

| Comprehension and Collaboration | | | | | | | | | |
|--|---------|--|--|--|--|--|--|--|--|
| <input type="checkbox"/> | 6SL 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. | | | | | | | |
| <input type="checkbox"/> | 6SL 1a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | | | | | | | |
| <input type="checkbox"/> | 6SL 1b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | | | | | | | |
| <input type="checkbox"/> | 6SL 1c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | | | | | | | |
| <input type="checkbox"/> | 6SL 1d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | | | | | | |
| <input type="checkbox"/> | 6SL 2. | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | | | | | | |
| <input type="checkbox"/> | 6SL 3. | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | | | | | | |
| Presentation of Knowledge and Ideas | | | | | | | | | |
| <input type="checkbox"/> | 6SL 4 | Present claims and findings (e.g., <u>argument, narrative, informative, response to literature presentations</u>), sequencing ideas logically and using pertinent descriptions, facts, and details <u>and nonverbal elements</u> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | | | | | | |
| <input type="checkbox"/> | 6SL 4.a | <u>Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.</u> | | | | | | | |
| <input type="checkbox"/> | 6SL 5. | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | | | | | | |
| <input type="checkbox"/> | 6SL 6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | | | | | | | |

Language



LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

| Conventions of Standard English | | | | | | | | | |
|--|--------|--|--|--|--|--|--|--|--|
| <input type="checkbox"/> | 6L 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | |
| <input type="checkbox"/> | 6L 1a. | Ensure that pronouns are in the proper case (subjective, objective, possessive). | | | | | | | |
| <input type="checkbox"/> | 6L 1b. | Use <u>all pronouns, including</u> intensive pronouns (e.g., myself, ourselves) <u>correctly</u> . | | | | | | | |
| <input type="checkbox"/> | 6L 1c. | Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | | |
| <input type="checkbox"/> | 6L 1d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | | |
| <input type="checkbox"/> | 6L 1e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | | |
| <input type="checkbox"/> | 6L 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | | |
| <input type="checkbox"/> | 6L 2a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | | |
| <input type="checkbox"/> | 6L 2b. | Spell correctly. | | | | | | | |
| Knowledge of Language | | | | | | | | | |
| <input type="checkbox"/> | 6L 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | | | |
| <input type="checkbox"/> | 6L 3a. | Vary sentence patterns for meaning, reader/ listener interest, and style. | | | | | | | |
| <input type="checkbox"/> | 6L 3b. | Maintain consistency in style and tone. | | | | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | |
| <input type="checkbox"/> | 6L 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. | | | | | | | |
| <input type="checkbox"/> | 6L 4a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | | | | | | | |
| <input type="checkbox"/> | 6L 4b. | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). | | | | | | | |
| <input type="checkbox"/> | 6L 4c. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | | | | | | | |
| <input type="checkbox"/> | 6L 4d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | | | | | | |
| <input type="checkbox"/> | 6L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | | | |
| <input type="checkbox"/> | 6L 5a. | Interpret figures of speech (e.g., personification) in context. | | | | | | | |
| <input type="checkbox"/> | 6L 5b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | | | | | | | |
| <input type="checkbox"/> | 6L 5c. | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). | | | | | | | |
| <input type="checkbox"/> | 6L 6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | | | | |