



READING: Literature

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
☐	6RL 1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				Why did the author write this piece? What inferences can you make? What information would you need to support the inference? Analyze the passage; what can you conclude? When you analyze the text, what inference can you make? How does the textual evidence support your conclusion? What was the author's purpose? What can you conclude from the text? Academic Vocabulary: analyze, explicit, inference, textual evidence, conclude, author's purpose	
☐	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.				What does the story suggest about life? What does _____ represent in this story? Which of the following best captures the theme? In what way is _____ like _____? The words in this sentence create the impression that _____. How can you best summarize the text? Is your summary free of personal opinions or judgments? Academic Vocabulary: theme, central idea, convey, details, summarize, distinct, fact, opinion, judgment	
☐	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.				Summarize the story or drama using key information. Sequence the story or drama. Describe how a character evolves with the plot. Describe the plot of a story or drama. How does the plot unfold? Describe the problem. How was it resolved? What can you infer about _____? (character, plot, resolution) The character's reactions in paragraph _____, tell the reader that _____. At what point in the story did the character begin to change? Academic Vocabulary: describe, plot, episodes, characters/character traits, resolution, dialogue	
Craft and Structure							
☐	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. (See grade 6 Language standards 4–6 for additional expectations.)				What does the word/phrase _____ mean in this selection? Without changing the meaning of the sentence, which word can best be used to replace the underlined part? Which of the following synonyms is closest in the meaning to the word _____? In this sentence, the word _____ means _____. Is a feeling or emotion associated with the word usage? How did the author use word choice to impact meaning and tone? What word(s) could you use to replace _____ in order to shift the tone? Academic Vocabulary: phrases, figurative meaning, connotative meaning, analyze, specific, impact, meaning, tone, word choice, determine	
☐	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.				How does the theme, setting or plot develop? What words help the development of the theme, setting or plot? How does _____ contribute to the development of the theme, setting, or plot? How does the sentence, chapter, scene, or stanza fit into the overall structure of a ____? Analyze the text structure and explain why the author chose to write it this way. If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed? Academic Vocabulary: analyze, scene, stanza, text structure, theme, setting, plot	



READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure continued							
<input type="checkbox"/>	6RL 6	Explain how an author develops the point of view of the narrator or speaker in a text.				How does the author develop the narrator or speaker's point of view? How does the author's word choice help develop the narrator or speaker's point of view? Who is the narrator? From whose point of view is the text written? How did the author help develop the character's point of view? Academic Vocabulary: author, point of view, develop, narrator, speaker in 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.				How does reading a story compare to the audio or video version? What do you see/hear when reading the text? Explain your perception of what you hear and see. Explain the differences between what you <i>see</i> and <i>hear</i> when reading to your perception of what you <i>hear</i> and <i>watch</i> in an audio, video or live version. What was similar/different? How? Why? Academic Vocabulary: compare, contrast, experience, drama, poetry, viewing, audio, perception, similarities, differences	
<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.				How are _____ and _____ alike/similar? How are _____ and _____ different? What are the text forms/genres of each selection? What is the topic or theme of each selection? Although the topic/theme of these passages is similar, how does the presentation differ? Why do you think the author used this approach in relaying the theme? Academic Vocabulary: compare, contrast, similarities, differences, text, genres, theme, historical novels, fantasy, realism	
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.				What have you read independently lately? What genres have you recently read? What genre did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literature? What is the lexile level of this text? Briefly summarize the plot and theme of the text. Academic Vocabulary: literature, drama, poetry, fluency, comprehension	



Informational Text



READING: Informational Text

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
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.				What does the author mean when he/she says ____? What conclusions can be drawn? What textual evidence does the text give to prove these generalizations are accurate? Analyze the text and determine the most important concepts. Academic Vocabulary: analyze, explicit, inference, textual evidence, generalizations, accurate, concepts	
<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.				What does the text suggest? Which of the following best captures the theme? What is the central idea? What distinct details convey the central idea of this piece? How can you best summarize the text? Is your summary free of personal judgment or opinion statements? Academic Vocabulary: theme, idea, convey, details, summary, distinct, fact, opinion, judgment, suggest	
<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).				Analyze in detail how an individual, event, or idea is introduced in a text. Explain why it was important for the author to introduce the individual/event/idea at this point in the text. How did the individual/events/idea change over the course of the text? Where does the author provide an example, or anecdote, to support the development of an individual/event/idea? Academic Vocabulary: analyze, detail, event, elaborate, illustrate, explain, anecdotes, individual, elaborate	
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. (See grade 6 Language standards 4–6 for additional expectations.)				What does the word/phrase _____ mean in this selection? Without changing the meaning of the sentence, which word can best be used to replace the underlined part? Which of the following synonyms is closest in the meaning to the word ____? In this sentence, the word, ____, means _____. What is the technical meaning of the word? Academic Vocabulary: phrases, figurative meaning, connotative meaning, synonyms, antonyms, analyze, specific, impact, meaning, tone, word choice, determine	
<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.				Which sentence does not belong? How does the idea develop? What words help the development of an idea? How does ____ contribute to the development of the idea? How does the sentence/paragraph/chapter/section fit into the overall structure of a ____? What is the main idea of the section, chapter, paragraph? What text features are used? How do the text features assist the reader? Academic Vocabulary: analyze, chapter heading, stanza, text structure, section, paragraph, graphics, headings, captions, media	
<input type="checkbox"/>	6RI 5.a	<u>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u>					



Informational Text



READING: Informational Text - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure - continued							
<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.				What is the author's point of view or purpose? How does the author's word choice help develop the point of view/purpose? Use the text to support how the point of view/purpose is conveyed by the author Academic Vocabulary: author, point of view, develop, narrator, speaker in 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.				What common understanding on the topic/issue did you develop? Which format best relays the message? Academic Vocabulary: media format, topic, issue, information, synthesize, summarize	
<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.				What is the argument presented in the text? How is the argument developed and supported? Is the claim valid? Explain your answer. Show me evidence the supports the argument. Which of the evidence supporting the argument is most relevant? Academic Vocabulary: evaluate, argument, distinguishing claim, evidence, valid, validity, claim	
<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).				Compare _____ presentation of _____ to _____ presentation of _____. How do the works of _____ differ from the works of _____? Explain the similarities and differences of _____ and _____. What is common in both texts? How do the texts differ? Which of the authors' approaches do you prefer? Why? Academic Vocabulary: compare, contrast, similar, difference, presentation, event, point of view, perspective	
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.				What have you read independently lately? What are the topics/central ideas of the nonfiction texts that you have recently read? What topic did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different types of literary nonfiction? What is the lexile level of this text? Briefly summarize the central idea of the text. Academic Vocabulary: fluency, comprehension, non-fiction	



Opinion/Argument



WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Text Types and Purposes							
<input type="checkbox"/>	6W 1	Write arguments to support claims with clear reasons and relevant evidence.					
<input type="checkbox"/>	6W 1 a.	Introduce claim(s) and organize the reasons and evidence clearly.				How can you clearly introduce your claim? What reasons/ evidence best supports your claim? Is the evidence relevant? Are your sources credible? What words will assist the reader in clarifying the relationship between the claim and reasons? What makes your piece formal in style? Is your concluding statement congruent with the argument presented? Academic Vocabulary: arguments, claims, clear reasons, relevant evidence, facts, reasons, details, credible source, topic, thesis statement, persuade, style, conclusion, transitions, supporting evidence	
<input type="checkbox"/>	6W 1 b.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.					
<input type="checkbox"/>	6W 1 c.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.					
<input type="checkbox"/>	6W 1 d.	Establish and maintain a formal style.					
<input type="checkbox"/>	6W 1 e.	Provide a concluding statement or section that follows from the argument presented.					

Informative/Explanatory



WRITING: Informative/Explanatory

<input type="checkbox"/>	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.					
<input type="checkbox"/>	6W 2 a.	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.				How can you clearly introduce your topic? What organizational structure will best enable you to convey your information? What facts/details/examples/quotations help to develop your topic? What words will assist the reader in clarifying the relationship between the ideas and concepts? What makes your piece formal in style? Is your concluding statement consistent with the information presented? Academic Vocabulary: expository, reason, detail, fact,, explanation, elaboration, audience, thesis statement, formal style, conclusion, introduction, transitions, topic, compare/contrast, cause/effect, formatting, heading, classification, selection, organization, analysis, relevant content	
<input type="checkbox"/>	6W 2 b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					
<input type="checkbox"/>	6W 2 c.	Use appropriate transitions to clarify the relationships among ideas and concepts.					
<input type="checkbox"/>	6W 2 d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
<input type="checkbox"/>	6W 2 e.	Establish and maintain a formal style.					
<input type="checkbox"/>	6W 2 f.	Provide a concluding statement or section that follows from the information or explanation presented.					

Narrative



WRITING: Narrative

<input type="checkbox"/>	6W 3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
<input type="checkbox"/>	6W 3 a.	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.				What experience or event will you write about? How will you introduce your characters and narrator? How will you organize the events in your story? Are they logical? What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident? How can you use dialogue to convey the experience? How and where can the use of descriptive language assist in conveying the experience? Are the descriptive details provided relevant? How will you provide a satisfying conclusion? Academic Vocabulary: plot, characters, setting, resolution, point of view, sensory details, concrete, dialogue, rising action, sequence, events, mood, narrator, descriptive language, transitions/story connectors	
<input type="checkbox"/>	6W 3 b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.					
<input type="checkbox"/>	6W 3 c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.					
<input type="checkbox"/>	6W 3 d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.					
<input type="checkbox"/>	6W 3 e.	Provide a conclusion that follows from the narrated experiences or events.					



WRITING STANDARDS: All Genres

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
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.)				What form of writing does the prompt call for? What organizational structure will you use? What is the purpose for writing? Who is the audience? How will you organize and develop your thoughts before writing? Did you use vocabulary that is appropriate to your audience? Are you using a formal or informal style of writing? Which would be most appropriate for your audience? Academic Vocabulary: organization, style, task, purpose, audience	
☐	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.)				How will you plan your writing piece? How does your planning template compare with your writing piece? Was something added/omitted? Why? What is the best title for this piece? Is the structure you selected the most effective format for conveying your ideas? Is additional evidence, description, or clarification needed anywhere in the piece? Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece? Do all sentences belong? Do some sentences need to be reworded or deleted? Is your writing free of writing conventions errors? Where should you go if you need helping editing? Academic Vocabulary: planning, revising, editing, rewriting, organization	
☐	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.				What software will you use to create this document? How can the Internet serve as a tool for production, publication, and collaboration? What medium will you use to publish your writing so that others can access it? How will you use technology to collaborate and interact with others about your writing? Academic Vocabulary: publish, keyboarding, medium, collaborate, interact, skills	
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.				What subject are you investigating? What is your inquiry question? How will locate sources? What is the origin of the sources you are using? How do you correctly cite your sources? How does the information drawn from various sources provide an answer to your question? Is the information from the various sources consistent / complimentary? Does your inquiry question need to be altered as a result of your findings? How can you best summarize your findings? What did you learn from this inquiry? Academic Vocabulary: key words, site source, internet search, synthesize, research, project, inquiry, bibliography, investigation, precise	



WRITING STANDARDS: All Genres continued

Research to Build and Present Knowledge continued					
<input type="checkbox"/>	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.			How will you locate information from both print and digital sources? What makes this information relevant to the topic? How do you know that the source is credible? What direct quotes will you use? What conclusive information do you plan to include? How will you paraphrase the information? How do you cite (various) sources in a bibliography? Academic Vocabulary: research, source, digital source, credible, quote, quotation marks, summarize, paraphrase, plagiarism, bibliography
<input type="checkbox"/>	6W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<input type="checkbox"/>	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").			What evidence can you draw from the passage to support your analysis or position? How does the author present the information? What similarities in the various texts do you notice? What conclusions can you make based on the text(s)? Academic Vocabulary: analyze, evidence, support, research, credible, author, reason
<input type="checkbox"/>	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					
<input type="checkbox"/>	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.			How can you create an outline (with time frames) to facilitate/organize your writing? What is the purpose of this writing? What is the specific task? Who is the intended audience? How will you address the audience's knowledge/perspective? Academic Vocabulary: reflection, revision, rough draft, editing, summary

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



Speaking & Listening



SPEAKING and LISTENING:

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
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.				How did you prepare for today's discussion? What are some questions you might ask during the discussion? Based on what you read, what might you want to discuss more deeply with your group? Will your group need to designate group tasks? How will you decide what roles you will take? How did you contribute to the group? After listening to the group discussion, reflect on what you heard? Do you agree with the ideas? Can you paraphrase key ideas? In writing, review the key ideas expressed during the discussion. Was the group discussion effective? What did you learn? Academic Vocabulary: precise language, collaborative, discussion, issues, express, support, formal language, evidence, elaborate, perspective, reflection, paraphrase	
<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.				What format is used to present the information? How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information? Who is the intended audience? Did this influence which media format was used to deliver the information? What is your topic? What media will you use to present your information? Are there other factors that you consider when choosing a media format? Academic Vocabulary: Interpret, diverse media, formats, visually, quantitatively, orally, contributes, print media, digital media, issue	
<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.				Is the speaker's argument valid? Why or why not? Are the claims that the speaker uses to support the argument valid? Why or why not? How is the argument supported? Are the speaker's claims based on fact and evidence? Are the speaker's arguments based on faulty logic? What information was factual? Which claims were based on opinion? Was the factual information backed with relevant evidence? Academic Vocabulary: delineate, reason, argument, claim, evidence, fact, opinion	

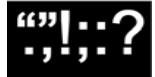


Speaking & Listening



SPEAKING and LISTENING: continued

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Presentation of Knowledge and Ideas							
☐	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.					
☐	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>				Do you have a plan for you presentation? What topic will you inform your audience about? How will you present your claims and evidence? What is the difference between a claim and an argument? Do you have sufficient facts and evidence to support you claims? Is the presentation logical, moving from one point to the next? Are you using transitions to help your readers follow and understand you claim? Is the language in you presentation precise and relevant to the topic? How did you conclude your presentation? Was your conclusion strong? Why or why not? Academic Vocabulary: claim, finding, argument, narrative, informative, response to literature, sequence, logical, pertinent description, nonverbal elements, accentuate, theme, eye contact, adequate volume, clear pronunciation, transitions, concrete details, conclusion	
☐	6SL 5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.				How does the use of _____ enhance your presentation? The message? What digital media could you use to present your data clearly? What is the message or information you want to convey to your audience? How would including media help the presentation? Do the components help clarify the presentation? What kind of information could you convey by using animation, graphics, sound...? How did you decide which images you would include? Did you strategically place your media components and visual displays to enhance the understanding of your presentation topic? Academic Vocabulary: textual elements, graphics, audio, video, interactive elements, images, formats, digital, clarify, multimedia components	
☐	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.)				What is the purpose for your speech? Are you trying to persuade or convince your audience? Who is the audience? Are you delivering a formal presentation? Will you need formal or informal English? Why? Are there places where you can substitute more precise engaging language to keep the listeners interested? How is your selection of word choice going to impact your presentation? How will you engage the listeners and keep them interested? How will you emphasize the important points? Academic Vocabulary: context, demonstrate, formal English, appropriate, audience, formal presentation, purpose, language conventions, enunciation	



LANGUAGE: Conventions

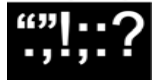


<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development	
Conventions of Standard English								
<input type="checkbox"/>	6L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	6L 1a.	Ensure that pronouns are in the proper case (subjective, objective, possessive).				What are subjective pronouns? How do they differ from /are related to objective and possessive pronouns? What is an intensive pronoun? How/when is it used? What are the singular/plural forms of the pronoun _____? Can one easily identify who or what the pronoun _____ is referring to? How can you clarify/reduce ambiguity? In what way does the passage deviate from conventional use of pronouns? What might the author/you do to address conventional errors and improve clarity? Academic Vocabulary: language conventions, standard English, proper case, intensive pronoun, vague pronouns, conventional language, antecedent, subject pronoun, object pronoun, possessive pronoun		
<input type="checkbox"/>	6L 1b.	Use <u>all pronouns, including</u> intensive pronouns (e.g., <u>myself, ourselves</u>) <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.*				What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence? How does a nonrestrictive element differ from a restrictive element? How do parenthetical elements enhance a sentence? What is their purpose? How should parenthetical elements be punctuated? How can punctuation of parenthetical elements denote significance? Academic Vocabulary: phrase, clause, nonrestrictive, parenthetical element		
<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 3.a	Vary sentence patterns for meaning, reader/ listener interest, and style.*				What sentence patterns are present/absent in this piece (essay/presentation/passage)? Does the piece address the needs/interests of the audience? Is the piece consistent in style and tone? How? Academic Vocabulary: sentence variety, tone, style, voice		
<input type="checkbox"/>	6L 3.b	Maintain consistency in style and tone.*						
<input type="checkbox"/>	6L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.						
<input type="checkbox"/>	6L 4. 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.				Based upon the use of the word in the sentence, what can you deduce the word _____ means? Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided? Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide? What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech? What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? Academic Vocabulary: context clues, root word, affix, prefix, suffix, consult, reference materials, dictionary, thesaurus, glossary, pronunciation, verify, context		
<input type="checkbox"/>	6L 4. b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).						
<input type="checkbox"/>	6L 4. 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.						
<input type="checkbox"/>	6L 4. 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).						

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.



Language



LANGUAGE: Vocabulary

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development	
Vocabulary Acquisition and Use								
<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.				What is meant by the figurative expression _____? What type of figurative language is used? Although very similar in meaning, how do the words slightly differ in meaning? What is the relationship between these words? What is the explicit/direct meaning of the word? Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning? Academic Vocabulary: figurative language, figures of speech, similes, metaphors, personification, context clues, nuances, idioms, relationship between words, connotation, association, negative, positive, neutral		
<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., stingy, scrimping, economical, un wasteful, thrifty).						
<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.				What is the meaning for the term _____? How would you use the academic word _____ in a sentence? Can you give an example of how the word _____ is used in different subject areas? The word _____ is specific to what subject/domain? Why is it important to understand the meaning of the domain-specific word _____ when studying this subject? What strategies do you use for identifying, understanding, and using high-utility academic words? Academic Vocabulary: academic words, domain specific words, vocabulary, comprehension, expression		