

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2 Create varied sentences based on models
- X.5 Is it a complete sentence or a fragment?
- X.6 Is it a complete sentence or a run-on?
- X.7 Is it a complete sentence, a fragment, or a run-on?
- AA.10 Use relative pronouns: who, whom, whose, which, and that
- BB.5 Use the correct modal verb
- CC.1 Use the correct subject or verb
- CC.2 Use the correct verb - with compound subjects
- DD.1 Irregular past tense: review
- DD.2 Simple past, present, and future tense: review
- DD.3 Correct inappropriate shifts in verb tense
- DD.4 Use the progressive verb tenses
- DD.5 Form the progressive verb tenses
- DD.6 Choose between the past tense and past participle
- DD.7 Use the perfect verb tenses
- DD.8 Form the perfect verb tenses
- EE.2 Order adjectives
- EE.4 Use relative adverbs
- EE.5 Choose between adjectives and adverbs
- EE.6 Is the word an adjective or adverb?
- EE.7 Form and use comparative and superlative adjectives

- EE.8** Good, better, best, bad, worse, and worst
- EE.9** Form and use comparative and superlative adverbs
- EE.10** Well, better, best, badly, worse, and worst
- FF.4** Prepositions: review
- HH.1** Use coordinating conjunctions
- HH.4** Use the correct pair of correlative conjunctions
- HH.5** Fill in the missing correlative conjunction

L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).

- Z.2** Use the pronoun that agrees with the antecedent
- AA.1** Choose between subject and object pronouns
- AA.2** Compound subjects and objects with "I" and "me"
- AA.3** Compound subjects and objects with pronouns
- AA.4** Use possessive pronouns
- AA.5** Choose between personal and reflexive pronouns
- AA.6** Use reflexive pronouns
- AA.9** Use relative pronouns: who and whom

L.6.1.b Use intensive pronouns (e.g., myself, ourselves).

- AA.7** Is the pronoun reflexive or intensive?

L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.

- Z.5** Correct inappropriate shifts in pronoun number and person

L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

- Z.3** Identify vague pronoun references
- Z.4** Identify all of the possible antecedents

L.6.1.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.

C.1 Which sentence is more formal?

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

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- M.3** Correct errors with signs
- M.4** Correct errors in everyday use
- M.5** Suggest appropriate revisions
- JJ.1** Commas with series, dates, and places
- JJ.2** Commas with compound and complex sentences
- JJ.3** Commas with direct addresses, introductory words, interjections, and interrupters
- JJ.4** Commas with coordinate adjectives
- JJ.5** Commas: review
- KK.1** Correct capitalization errors
- KK.2** Capitalizing titles
- LL.1** Formatting titles
- LL.2** Formatting and capitalizing titles: review
- LL.3** Formatting street addresses
- LL.4** Formatting quotations and dialogue

L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

- JJ.6** What does the punctuation suggest?
- JJ.7** Commas with nonrestrictive elements
- JJ.8** Use dashes

L.6.2.b Spell correctly.

- M.1 Use the correct frequently confused word
 - M.2 Correct errors with frequently confused words
 - R.1 Use the correct homophone
 - W.2 Use guide words
 - Y.2 Form plurals of nouns ending in f, fe, o, and y
 - Y.3 Form and use plurals of nouns ending in f, fe, o, and y
 - Y.4 Form plurals: review
 - Y.5 Form and use plurals: review
 - Y.7 Form the singular or plural possessive
 - Y.8 Identify and correct errors with plural and possessive nouns
 - DD.1 Irregular past tense: review
 - EE.7 Form and use comparative and superlative adjectives
 - EE.9 Form and use comparative and superlative adverbs
 - II.1 Pronoun-verb contractions
 - II.2 Contractions with "not"
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Knowledge of Language

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

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Q.1 Choose the synonym
- Q.3 Choose the antonym
- T.1 Describe the difference between related words
- T.2 Positive and negative connotation

L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.

- J.3 Transitions with conjunctive adverbs

- L.2 Create varied sentences based on models
- X.9 Is the sentence simple, compound, or complex?
- EE.4 Use relative adverbs
- HH.1 Use coordinating conjunctions
- HH.4 Use the correct pair of correlative conjunctions
- HH.5 Fill in the missing correlative conjunction

L.6.3.b Maintain consistency in style and tone.

- C.1 Which sentence is more formal?
- C.2 Compare passages for tone

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.4.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.

- E.3 Interpret the meaning of an allusion from its source
- E.4 Interpret figures of speech
- G.2 Vocabulary review: Read and understand informational passages
- Q.2 Find synonyms in context
- Q.4 Find antonyms in context
- R.2 Which definition matches the sentence?
- R.3 Which sentence matches the definition?
- S.1 Determine the meaning of idioms from context: set 1
- S.3 Determine the meaning of idioms from context: set 2

- V.1 Find words using context
- V.2 Determine the meaning of words using synonyms in context
- V.3 Determine the meaning of words using antonyms in context
- V.4 Use context to identify the meaning of a word
- V.5 Determine the meaning of domain-specific words with pictures

L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- O.1 Words with pre-
- O.2 Words with re-
- O.3 Words with sub-
- O.4 Words with mis-
- O.5 Words with un-, dis-, in-, im-, and non-
- O.6 Words with -ful
- O.7 Words with -less
- O.8 Words with -able and -ible
- P.1 Use Greek and Latin roots as clues to the meanings of words
- P.2 Use the meanings of words as clues to the meanings of Greek and Latin roots
- P.3 Use words as clues to the meanings of Greek and Latin roots
- P.4 Determine the meanings of Greek and Latin roots
- P.5 Determine the meanings of words with Greek and Latin roots

L.6.4.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.

- W.2 Use guide words
- W.3 Use dictionary entries
- W.4 Use dictionary definitions
- W.5 Use thesaurus entries

L.6.4.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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.a Interpret figures of speech (e.g., personification) in context.

- E.3** Interpret the meaning of an allusion from its source
- E.4** Interpret figures of speech
- E.6** Analyze the effects of figures of speech on meaning and tone
- S.1** Determine the meaning of idioms from context: set 1
- S.3** Determine the meaning of idioms from context: set 2

L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- Q.1** Choose the synonym
- Q.3** Choose the antonym
- U.1** Analogies
- U.2** Analogies: challenge
- V.2** Determine the meaning of words using synonyms in context
- V.3** Determine the meaning of words using antonyms in context

L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

- T.1** Describe the difference between related words
- T.2** Positive and negative connotation

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- G.2** Vocabulary review: Read and understand informational passages
- J.3** Transitions with conjunctive adverbs
- O.1** Words with pre-
- O.2** Words with re-
- O.3** Words with sub-
- O.4** Words with mis-
- O.5** Words with un-, dis-, in-, im-, and non-
- O.6** Words with -ful
- O.7** Words with -less
- O.8** Words with -able and -ible
- P.1** Use Greek and Latin roots as clues to the meanings of words
- P.2** Use the meanings of words as clues to the meanings of Greek and Latin roots
- P.3** Use words as clues to the meanings of Greek and Latin roots
- P.4** Determine the meanings of Greek and Latin roots
- P.5** Determine the meanings of words with Greek and Latin roots
- T.2** Positive and negative connotation
- V.1** Find words using context
- V.2** Determine the meaning of words using synonyms in context
- V.3** Determine the meaning of words using antonyms in context
- V.4** Use context to identify the meaning of a word
- V.5** Determine the meaning of domain-specific words with pictures

Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- D.1** Compare and contrast
- D.2** Match causes and effects in informational texts
- D.3** Match problems with their solutions
- G.3** Trace an argument
- H.1** Compare information from two texts
- K.3** Identify supporting details in informational texts

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- A.1** Determine the main idea
- D.1** Compare and contrast
- D.2** Match causes and effects in informational texts
- D.3** Match problems with their solutions
- G.1** Read and understand informational passages
- G.3** Trace an argument
- H.1** Compare information from two texts
- K.1** Distinguish facts from opinions
- K.3** Identify supporting details in informational texts

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

- D.1** Compare and contrast

- D.2 Match causes and effects in informational texts
 - D.3 Match problems with their solutions
 - D.4 Identify text structures
 - G.1 Read and understand informational passages
 - G.3 Trace an argument
 - K.3 Identify supporting details in informational texts
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Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- E.3 Interpret the meaning of an allusion from its source
- E.4 Interpret figures of speech
- G.2 Vocabulary review: Read and understand informational passages
- R.2 Which definition matches the sentence?
- R.3 Which sentence matches the definition?
- S.1 Determine the meaning of idioms from context: set 1
- S.3 Determine the meaning of idioms from context: set 2
- T.2 Positive and negative connotation
- V.1 Find words using context
- V.2 Determine the meaning of words using synonyms in context
- V.3 Determine the meaning of words using antonyms in context
- V.4 Use context to identify the meaning of a word
- V.5 Determine the meaning of domain-specific words with pictures

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

- D.1 Compare and contrast
- D.2 Match causes and effects in informational texts

- D.3 Match problems with their solutions
- D.4 Identify text structures
- G.3 Trace an argument
- J.2 Organize information by main idea

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

- C.3 Identify author's purpose
- G.3 Trace an argument
- H.1 Compare information from two texts

Integration of Knowledge and Ideas

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- I.2 Read graphic organizers

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- G.3 Trace an argument
- K.3 Identify supporting details in informational texts
- K.5 Classify logical fallacies

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- H.1 Compare information from two texts
- H.2 Compare two texts with different genres

Range of Reading and Level of Text Complexity

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- A.1** Determine the main idea
- G.1** Read and understand informational passages
- G.3** Trace an argument
- V.5** Determine the meaning of domain-specific words with pictures

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- B.1** Match the quotations with their themes
- B.2** Determine the themes of short stories
- F.1** Analyze short stories
- H.2** Compare two texts with different genres
- K.4** Identify supporting details in literary texts

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- B.1** Match the quotations with their themes
- B.2** Determine the themes of short stories

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- F.1** Analyze short stories

Craft and Structure

RL.6.4 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.

- E.3** Interpret the meaning of an allusion from its source
- E.4** Interpret figures of speech

- E.6 Analyze the effects of figures of speech on meaning and tone
- R.2 Which definition matches the sentence?
- R.3 Which sentence matches the definition?
- S.1 Determine the meaning of idioms from context: set 1
- S.3 Determine the meaning of idioms from context: set 2
- V.1 Find words using context
- V.2 Determine the meaning of words using synonyms in context
- V.3 Determine the meaning of words using antonyms in context
- V.4 Use context to identify the meaning of a word

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

- B.1 Match the quotations with their themes

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

- E.2 Identify the narrative point of view

Integration of Knowledge and Ideas

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- B.2 Determine the themes of short stories
- H.2 Compare two texts with different genres

Range of Reading and Level of Text Complexity

RL.6.10 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.

- B.2** Determine the themes of short stories
- F.1** Analyze short stories
- H.2** Compare two texts with different genres

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.

- C.3** Identify author's purpose
- J.2** Organize information by main idea
- K.1** Distinguish facts from opinions

W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

- K.2** Choose evidence to support a claim
- K.3** Identify supporting details in informational texts
- K.4** Identify supporting details in literary texts
- K.5** Classify logical fallacies

W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- J.3** Transitions with conjunctive adverbs
- HH.2** Identify coordinating conjunctions
- HH.4** Use the correct pair of correlative conjunctions

W.6.1.d Establish and maintain a formal style.

- C.1** Which sentence is more formal?

W.6.1.e Provide a concluding statement or section that follows from the argument presented.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.a 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.

- D.1** Compare and contrast
- D.2** Match causes and effects in informational texts
- D.3** Match problems with their solutions
- D.4** Identify text structures
- J.1** Order topics from broadest to narrowest
- J.2** Organize information by main idea

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- K.1** Distinguish facts from opinions
- K.2** Choose evidence to support a claim
- K.3** Identify supporting details in informational texts
- K.4** Identify supporting details in literary texts
- K.5** Classify logical fallacies

W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

- J.3** Transitions with conjunctive adverbs
- HH.1** Use coordinating conjunctions
- HH.4** Use the correct pair of correlative conjunctions

W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

- J.1** Order topics from broadest to narrowest
- T.1** Describe the difference between related words

T.2 Positive and negative connotation

V.5 Determine the meaning of domain-specific words with pictures

W.6.2.e Establish and maintain a formal style.

C.1 Which sentence is more formal?

W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3.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.

W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

E.1 Identify sensory details

W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

J.3 Transitions with conjunctive adverbs

W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

C.2 Compare passages for tone

E.1 Identify sensory details

T.1 Describe the difference between related words

T.2 Positive and negative connotation

W.6.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- C.3** Identify author's purpose
- D.1** Compare and contrast
- D.2** Match causes and effects in informational texts
- D.3** Match problems with their solutions
- D.4** Identify text structures
- J.1** Order topics from broadest to narrowest
- J.2** Organize information by main idea

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- J.2** Organize information by main idea
- M.2** Correct errors with frequently confused words
- M.3** Correct errors with signs
- M.4** Correct errors in everyday use
- M.5** Suggest appropriate revisions
- X.5** Is it a complete sentence or a fragment?
- X.6** Is it a complete sentence or a run-on?
- X.7** Is it a complete sentence, a fragment, or a run-on?
- Y.8** Identify and correct errors with plural and possessive nouns
- Z.3** Identify vague pronoun references
- Z.5** Correct inappropriate shifts in pronoun number and person
- DD.3** Correct inappropriate shifts in verb tense

- JJ.5** Commas: review
- JJ.7** Commas with nonrestrictive elements
- KK.1** Correct capitalization errors

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- A.1** Determine the main idea
- K.2** Choose evidence to support a claim
- K.3** Identify supporting details in informational texts
- K.4** Identify supporting details in literary texts
- N.1** Recognize the parts of a Works Cited entry (MLA 7th edition)
- N.2** Recognize the parts of a Works Cited entry (MLA 8th edition)
- N.3** Use in-text citations with MLA formatting

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.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").

- B.2** Determine the themes of short stories
- C.2** Compare passages for tone
- F.1** Analyze short stories

H.2 Compare two texts with different genres

K.4 Identify supporting details in literary texts

W.6.9.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").

D.1 Compare and contrast

G.1 Read and understand informational passages

G.3 Trace an argument

H.1 Compare information from two texts

K.3 Identify supporting details in informational texts

Range of Writing

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.