Conventions of Standard English

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

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<th><strong>L.6.1.a</strong> Ensure that pronouns are in the proper case (subjective, objective, possessive).</th>
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<th><strong>L.6.1.b</strong> Use intensive pronouns (e.g., myself, ourselves).</th>
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<td>GG.7</td>
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<th><strong>L.6.1.c</strong> Recognize and correct inappropriate shifts in pronoun number and person.</th>
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<th><strong>L.6.1.d</strong> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</th>
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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.2 Which sentence is more formal?

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

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

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

L.6.2.b Spell correctly.

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

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

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

- P.2 Create varied sentences based on models
- Q.1 Transitions with conjunctive adverbs
- DD.9 Is the sentence simple, compound, or complex?
- NN.1 Use coordinating conjunctions
- NN.4 Use the correct pair of correlative conjunctions
- NN.5 Fill in the missing correlative conjunction

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

- C.2 Which sentence is more formal?
- C.3 Compare passages for tone

Vocabulary Acquisition and Use

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.

- F.2 Interpret the meaning of an allusion from its source
- F.3 Interpret figures of speech
- V.2 Find synonyms in context
- V.4 Find antonyms in context
- W.2 Which definition matches the sentence?
- W.3 Which sentence matches the definition?
X.1 Determine the meaning of idioms from context: set 1
X.3 Determine the meaning of idioms from context: set 2
AA.1 Find words using context
AA.2 Determine the meaning of words using synonyms in context
AA.3 Determine the meaning of words using antonyms in context
AA.4 Use context to identify the meaning of a word
BB.1 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).

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

CC.2 Use guide words
CC.3 Use dictionary entries
CC.4 Use dictionary definitions
CC.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).

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.

- F.2 Interpret the meaning of an allusion from its source
- F.3 Interpret figures of speech
- F.5 Analyze the effects of figures of speech on meaning and tone
- X.1 Determine the meaning of idioms from context: set 1
- X.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.

- V.1 Choose the synonym
- V.3 Choose the antonym
- Z.1 Analogies
- Z.2 Analogies: challenge
- AA.2 Determine the meaning of words using synonyms in context
- AA.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).

- Q.2 Revise the sentence using a stronger verb
- Y.1 Describe the difference between related words
- Y.2 Positive and negative connotation

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.
Q.1 Transitions with conjunctive adverbs
Q.2 Revise the sentence using a stronger verb
T.1 Words with pre-
T.2 Words with re-
T.3 Words with sub-
T.4 Words with mis-
T.5 Words with un-, dis-, in-, im-, and non-
T.6 Words with -ful
T.7 Words with -less
T.8 Words with -able and -ible
U.1 Use Greek and Latin roots as clues to the meanings of words
U.2 Use the meanings of words as clues to the meanings of Greek and Latin roots
U.3 Use words as clues to the meanings of Greek and Latin roots
U.4 Determine the meanings of Greek and Latin roots
U.5 Determine the meanings of words with Greek and Latin roots
Y.2 Positive and negative connotation
AA.1 Find words using context
AA.2 Determine the meaning of words using synonyms in context
AA.3 Determine the meaning of words using antonyms in context
AA.4 Use context to identify the meaning of a word
BB.1 Determine the meaning of domain-specific words with pictures
6TH GRADE: READING: INFORMATIONAL TEXT

**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.

- **E.1** Compare and contrast in informational texts
- **E.2** Match causes and effects in informational texts
- **E.3** Match problems with their solutions
- **I.1** Trace an argument
- **K.1** Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 1
- **K.2** Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 2
- **K.3** Analyze passages from *I Am Malala*: Part 1
- **K.4** Analyze passages from *I Am Malala*: Part 2
- **L.1** Compare information from two texts
- **O.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 of a passage
- **E.1** Compare and contrast in informational texts
- **E.2** Match causes and effects in informational texts
- **E.3** Match problems with their solutions
- **H.4** Read about science and nature
- **I.1** Trace an argument
- **K.1** Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 1
- **K.2** Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 2
- **K.3** Analyze passages from *I Am Malala*: Part 1
- **K.4** Analyze passages from *I Am Malala*: Part 2
AA.1 Find words using context
AA.2 Determine the meaning of words using synonyms in context
AA.3 Determine the meaning of words using antonyms in context
AA.4 Use context to identify the meaning of a word
BB.1 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.

E.1 Compare and contrast in informational texts
E.2 Match causes and effects in informational texts
E.3 Match problems with their solutions
E.4 Identify text structures
I.1 Trace an argument
K.1 Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 1
K.2 Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 2
K.3 Analyze passages from *I Am Malala*: Part 1
K.4 Analyze passages from *I Am Malala*: Part 2
N.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.1 Identify the author's purpose
I.1 Trace an argument
L.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.
**M.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.

- **I.1** Trace an argument
- **O.3** Identify supporting details in informational texts
- **O.6** 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).

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

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**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 of a passage
- **H.4** Read about science and nature
- **I.1** Trace an argument
- **K.1** Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 1
- **K.2** Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad*: Part 2
- **K.3** Analyze passages from *I Am Malala*: Part 1
- **K.4** Analyze passages from *I Am Malala*: Part 2
- **BB.1** 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
- G.2 Analyze short stories
- J.1 Analyze passages from *The Lightning Thief: Part 1*
- J.2 Analyze passages from *The Lightning Thief: Part 2*
- J.3 Analyze passages from *Roll of Thunder, Hear My Cry: Part 1*
- J.4 Analyze passages from *Roll of Thunder, Hear My Cry: Part 2*
- O.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.

- G.2 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.
F.2 Interpret the meaning of an allusion from its source
F.3 Interpret figures of speech
F.5 Analyze the effects of figures of speech on meaning and tone
J.1 Analyze passages from The Lightning Thief: Part 1
J.2 Analyze passages from The Lightning Thief: Part 2
J.3 Analyze passages from Roll of Thunder, Hear My Cry: Part 1
J.4 Analyze passages from Roll of Thunder, Hear My Cry: Part 2
W.2 Which definition matches the sentence?
W.3 Which sentence matches the definition?
X.1 Determine the meaning of idioms from context: set 1
X.3 Determine the meaning of idioms from context: set 2
AA.1 Find words using context
AA.2 Determine the meaning of words using synonyms in context
AA.3 Determine the meaning of words using antonyms in context
AA.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
J.1 Analyze passages from The Lightning Thief: Part 1
J.2 Analyze passages from The Lightning Thief: Part 2
J.3 Analyze passages from Roll of Thunder, Hear My Cry: Part 1
J.4 Analyze passages from Roll of Thunder, Hear My Cry: Part 2

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

D.1 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
- L.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
- G.2 Analyze short stories
- J.1 Analyze passages from *The Lightning Thief*: Part 1
- J.2 Analyze passages from *The Lightning Thief*: Part 2
- J.3 Analyze passages from *Roll of Thunder, Hear My Cry*: Part 1
- J.4 Analyze passages from *Roll of Thunder, Hear My Cry*: Part 2
- L.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.1 Identify the author’s purpose
- N.2 Organize information by main idea
- O.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.

- O.2 Choose evidence to support a claim
- O.3 Identify supporting details in informational texts
- O.4 Identify supporting details in literary texts
- O.6 Classify logical fallacies

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

- Q.1 Transitions with conjunctive adverbs
- LL.4 Prepositions: review
- NN.2 Identify coordinating conjunctions
- NN.4 Use the correct pair of correlative conjunctions

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

- C.2 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.

E.1 Compare and contrast in informational texts
E.2 Match causes and effects in informational texts
E.3 Match problems with their solutions
E.4 Identify text structures
N.1 Order topics from broadest to narrowest
N.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.

O.1 Distinguish facts from opinions
O.2 Choose evidence to support a claim
O.3 Identify supporting details in informational texts
O.4 Identify supporting details in literary texts
O.6 Classify logical fallacies
S.5 Identify and correct plagiarism
RR.1 Formatting titles
RR.2 Formatting and capitalizing titles: review

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

Q.1 Transitions with conjunctive adverbs
NN.1 Use coordinating conjunctions
NN.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.
N.1 Order topics from broadest to narrowest
Q.2 Revise the sentence using a stronger verb
Y.1 Describe the difference between related words
Y.2 Positive and negative connotation
BB.1 Determine the meaning of domain-specific words with pictures

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

C.2 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.

F.1 Identify sensory details
RR.4 Formatting quotations and dialogue

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.

Q.1 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.3 Compare passages for tone
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.1 Identify the author’s purpose
E.1 Compare and contrast in informational texts
E.2 Match causes and effects in informational texts
E.3 Match problems with their solutions
E.4 Identify text structures
N.1 Order topics from broadest to narrowest
N.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.

N.2 Organize information by main idea
R.2 Correct errors with frequently confused words
R.3 Correct errors with signs
R.4 Correct errors in everyday use
R.5 Suggest appropriate revisions
S.5 Identify and correct plagiarism
DD.5 Is it a complete sentence or a fragment?
DD.6 Is it a complete sentence or a run-on?
DD.7 Is it a complete sentence, a fragment, or a run-on?
EE.8 Identify and correct errors with plural and possessive nouns
FF.3 Identify vague pronoun references
FF.5 Correct inappropriate shifts in pronoun number and person
GG.10 Use relative pronouns: who, whom, whose, which, and that
HH.5 Use the correct modal verb
II.1 Use the correct subject or verb
II.2 Use the correct verb - with compound subjects
JJ.2 Simple past, present, and future tense: review
JJ.3 Correct inappropriate shifts in verb tense
JJ.4 Use the progressive verb tenses
JJ.5 Form the progressive verb tenses
JJ.6 Choose between the past tense and past participle
JJ.7 Use the perfect verb tenses
JJ.8 Form the perfect verb tenses
KK.2 Order adjectives
KK.4 Use relative adverbs
KK.5 Choose between adjectives and adverbs
KK.6 Is the word an adjective or adverb?
KK.8 Good, better, best, bad, worse, and worst
KK.10 Well, better, best, badly, worse, and worst
PP.1 Commas with series, dates, and places
PP.2 Commas with compound and complex sentences
PP.3 Commas with direct addresses, introductory words, interjections, and interrupters
PP.4 Commas with coordinate adjectives
PP.5 Commas: review
PP.7 Commas with nonrestrictive elements
QQ.1 Correct capitalization errors
QQ.2 Capitalizing titles
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 of a passage
- O.2 Choose evidence to support a claim
- O.3 Identify supporting details in informational texts
- O.4 Identify supporting details in literary texts
- S.1 Identify relevant sources
- S.3 Recognize the parts of a Works Cited entry (MLA 8th-9th editions)
- S.4 Use in-text citations (MLA 8th-9th editions)
- S.5 Identify and correct plagiarism

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.3 Compare passages for tone
- G.2 Analyze short stories
- L.2 Compare two texts with different genres
- O.4 Identify supporting details in literary texts
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”).

- E.1 Compare and contrast in informational texts
- H.4 Read about science and nature
- I.1 Trace an argument
- L.1 Compare information from two texts
- O.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.