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

C.1 Identify pronouns and their antecedents
C.2 Use the pronoun that agrees with the antecedent
C.3 Choose between subject and object pronouns
C.4 Compound subjects and objects with "I" and "me"
C.5 Compound subjects and objects with pronouns
C.6 Use possessive pronouns

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

C.9 Is the pronoun reflexive or intensive?

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

C.10 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).

C.14 Identify vague pronoun references
C.15 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.
R.2 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.

I.1 Commas with series, dates, and places
I.2 Commas with compound and complex sentences
I.3 Commas with direct addresses, introductory words, interjections, and interrupters
I.4 Commas with coordinate adjectives
I.5 Commas: review
I.9 Correct capitalization errors
I.10 Capitalizing titles
I.11 Formatting titles
I.12 Formatting and capitalizing titles: review
I.14 Formatting quotations and dialogue
O.3 Correct errors with signs
O.4 Correct errors in everyday use
P.6 Suggest appropriate revisions

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

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

L.6.2.b Spell correctly.

B.2 Form plurals of nouns ending in f, fe, o, and y
B.3 Form and use plurals of nouns ending in f, fe, o, and y
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.
L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.

A.1 Is the sentence declarative, interrogative, imperative, or exclamatory?
A.9 Identify dependent and independent clauses
A.10 Is the sentence simple, compound, or complex?
A.11 Create a sentence based on the model
C.11 Identify relative pronouns
C.12 Use relative pronouns: who and whom
C.13 Use relative pronouns: who, whom, whose, which, and that
E.4 Use relative adverbs
E.11 Transitions with conjunctive adverbs
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.
N.3 Determine the meaning of words using antonyms in context
N.4 Use context to identify the meaning of a word
O.1 Use the correct frequently confused word
O.2 Correct errors with frequently confused words

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).

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

L.1 Alphabetical order
L.2 Use guide words
L.3 Use dictionary entries
L.4 Use dictionary definitions
L.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.

- T.3 Determine the meaning of idioms from context: set 1
- T.4 Identify the meaning of idioms and adages: set 1
- T.5 Determine the meaning of idioms from context: set 2
- T.6 Identify the meaning of idioms and adages: set 2
- T.7 Use personification
- T.8 Interpret the meaning of an allusion from its source
- T.9 Interpret figures of speech
- T.10 Classify figures of speech
- T.11 Analyze the effects of figures of speech on meaning and tone

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.

- M.10 Analogies
- M.11 Analogies: challenge

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

- M.5 Describe the difference between related words
- M.6 Positive and negative connotation
- R.3 Compare passages for tone
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.

- J.1 Words with pre- 
- J.2 Words with re- 
- J.3 Words with sub- 
- J.4 Words with mis- 
- J.5 Words with un-, dis-, in-, im-, and non- 
- J.6 Words with -ful 
- J.7 Words with -less 
- J.8 Words with -able and -ible 
- K.1 Use Greek and Latin roots as clues to the meanings of words 
- K.2 Use the meanings of words as clues to the meanings of Greek and Latin roots 
- K.3 Use words as clues to the meanings of Greek and Latin roots 
- K.4 Determine the meanings of Greek and Latin roots 
- K.5 Determine the meanings of words with Greek and Latin roots 
- M.10 Analogies 
- M.11 Analogies: challenge 
- N.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.

- Q.3 Identify supporting details in informational texts
- U.5 Trace an argument
- M.6 Classify symbiotic relationships (Science)
- M.7 Investigate primary succession on a volcanic island (Science)
- R.3 Use data to explain climate change (Science)
- U.1 Identify parts of the engineering-design process (Science)
- U.2 Evaluate tests of engineering-design solutions (Science)
- V.1 Identify steps of the scientific method (Science)
- C.2 Early Chinese thought (Social studies)
- D.2 Origins of Christianity (Social studies)
- D.3 Origins of Islam (Social studies)
- D.4 Origins of Buddhism (Social studies)
- R.3 The Judicial Branch (Social studies)

**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.

- R.1 Determine the main idea
- R.5 Compare information from two texts
- U.4 Read and understand informational passages
- U.5 Trace an argument
- M.7 Investigate primary succession on a volcanic island (Science)
- R.3 Use data to explain climate change (Science)
- U.3 Explore the engineering-design process: going to the Moon! (Science)
V.2 Classify variables in an experiment: independent or dependent (Science)
V.3 Identify the experimental question (Science)
A.1 Early Mesopotamia (Social studies)
A.2 Mesopotamian empires (Social studies)
B.1 Ancient Egypt: the Old Kingdom (Social studies)
B.2 Ancient Egyptian religion (Social studies)
C.1 Early China (Social studies)
C.2 Early Chinese thought (Social studies)
C.3 The Qin Empire (Social studies)
D.2 Origins of Christianity (Social studies)
D.3 Origins of Islam (Social studies)
D.4 Origins of Buddhism (Social studies)
F.1 The beginnings of Rome (Social studies)

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).

S.1 Compare and contrast
S.2 Match causes with their effects
S.3 Match problems with their solutions
S.4 Identify text structures
M.7 Investigate primary succession on a volcanic island (Science)
B.2 Ancient Egyptian religion (Social studies)
C.1 Early China (Social studies)
C.2 Early Chinese thought (Social studies)
C.3 The Qin Empire (Social studies)
D.3 Origins of Islam (Social studies)
D.4 Origins of Buddhism (Social studies)
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.

- M.2 Find synonyms in context
- M.4 Find antonyms in context
- M.5 Describe the difference between related words
- M.6 Positive and negative connotation
- M.8 Which definition matches the sentence?
- M.9 Which sentence matches the definition?
- N.1 Find words using context
- N.2 Determine the meaning of words using synonyms in context
- N.3 Determine the meaning of words using antonyms in context
- N.4 Use context to identify the meaning of a word
- N.5 Determine the meaning of domain-specific words with pictures
- R.2 Which sentence is more formal?
- R.3 Compare passages for tone
- T.3 Determine the meaning of idioms from context: set 1
- T.5 Determine the meaning of idioms from context: set 2
- T.8 Interpret the meaning of an allusion from its source
- T.9 Interpret figures of speech
- T.11 Analyze the effects of figures of speech on meaning and tone
- I.2 Origins of scientific names (Science)
- M.2 Describe ecosystems (Science)
- M.3 How does matter move in food chains? (Science)
- M.4 Interpret food webs I (Science)
- M.5 Interpret food webs II (Science)
- M.6 Classify symbiotic relationships (Science)
- M.7 Investigate primary succession on a volcanic island (Science)
- R.1 The carbon cycle (Science)
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.

P.2 Organize information by main idea
S.1 Compare and contrast
S.2 Match causes with their effects
S.3 Match problems with their solutions
S.4 Identify text structures
U.4 Read and understand informational passages
U.5 Trace an argument

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

R.4 Identify author’s purpose
R.5 Compare information from two texts
U.5 Trace an argument
B.1 Ancient Egypt: the Old Kingdom (Social studies)
F.1 The beginnings of Rome (Social studies)

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.
V.2 Read graphic organizers
L.1 Understanding cells (Science)
M.7 Investigate primary succession on a volcanic island (Science)
P.3 Describe tectonic plate boundaries around the world (Science)
R.1 The carbon cycle (Science)
R.2 The greenhouse effect (Science)
R.3 Use data to explain climate change (Science)
U.3 Explore the engineering-design process: going to the Moon! (Science)
A.1 Early Mesopotamia (Social studies)
A.2 Mesopotamian empires (Social studies)
B.1 Ancient Egypt: the Old Kingdom (Social studies)
B.2 Ancient Egyptian religion (Social studies)
C.1 Early China (Social studies)
C.2 Early Chinese thought (Social studies)
C.3 The Qin Empire (Social studies)
C.4 The Han Dynasty (Social studies)
D.2 Origins of Christianity (Social studies)
D.3 Origins of Islam (Social studies)
D.4 Origins of Buddhism (Social studies)
F.1 The beginnings of Rome (Social studies)
G.1 Foundations of Maya civilization (Social studies)
I.1 The Age of Exploration: origins (Social studies)
R.1 The Legislative Branch (Social studies)
R.3 The Judicial Branch (Social studies)

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.

Q.2 Choose evidence to support a claim
Q.3 Identify supporting details in informational texts
Q.5 Classify logical fallacies
U.5 Trace an argument
R.3 Use data to explain climate change (Science)

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).

R.5 Compare information from two texts
R.6 Compare two texts with different genres
B.1 Ancient Egypt: the Old Kingdom (Social studies)

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.

R.1 Determine the main idea
R.6 Compare two texts with different genres
U.4 Read and understand informational passages
U.5 Trace an argument
J.1 Genetics vocabulary: genotype and phenotype (Science)
J.2 Genetics vocabulary: dominant and recessive (Science)
J.3 Complete and interpret Punnett squares (Science)
J.4 Use Punnett squares to calculate ratios of offspring types (Science)
M.6 Classify symbiotic relationships (Science)
M.7 Investigate primary succession on a volcanic island (Science)
P.3 Describe tectonic plate boundaries around the world (Science)
R.1 The carbon cycle (Science)
R.2 The greenhouse effect (Science)
R.3 Use data to explain climate change (Science)
U.3 Explore the engineering-design process: going to the Moon! (Science)
A.2 Mesopotamian empires (Social studies)
C.2 Early Chinese thought (Social studies)
D.2 Origins of Christianity (Social studies)
D.3 Origins of Islam (Social studies)
D.4 Origins of Buddhism (Social studies)
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.

- Q.4 Identify supporting details in literary texts
- U.1 Match the quotations with their themes
- U.2 Determine the themes of short stories
- U.3 Analyze short stories

**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.

- U.1 Match the quotations with their themes
- U.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.

- U.3 Compare and contrast characters
- V.2 Identify story elements
- U.3 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.

- M.2 Find synonyms in context
| M.4 | Find antonyms in context |
| M.5 | Describe the difference between related words |
| M.6 | Positive and negative connotation |
| M.8 | Which definition matches the sentence? |
| M.9 | Which sentence matches the definition? |
| N.1 | Find words using context |
| N.2 | Determine the meaning of words using synonyms in context |
| N.3 | Determine the meaning of words using antonyms in context |
| N.4 | Use context to identify the meaning of a word |
| R.3 | Compare passages for tone |
| T.3 | Determine the meaning of idioms from context: set 1 |
| T.5 | Determine the meaning of idioms from context: set 2 |
| T.8 | Interpret the meaning of an allusion from its source |
| T.9 | Interpret figures of speech |
| T.11 | Analyze the effects of figures of speech on meaning and tone |

**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.

| U.1 | Match the quotations with their themes |
| U.2 | Determine the themes of short stories |

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

| T.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.

- **R.6** Compare two texts with different genres
- **U.2** Determine the themes of short stories

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**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.

- **R.6** Compare two texts with different genres
- **U.2** Determine the themes of short stories
- **U.3** Analyze short stories
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.

- P.2 Organize information by main idea
- Q.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.

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

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

- E.11 Transitions with conjunctive adverbs
- G.1 Use coordinating conjunctions
- G.2 Identify coordinating conjunctions
- G.3 Identify subordinating conjunctions
- G.4 Use the correct pair of correlative conjunctions
- G.5 Fill in the missing correlative conjunction

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

- M.6 Positive and negative connotation
- R.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.

- P.1 Order topics from broadest to narrowest
- P.2 Organize information by main idea
- S.2 Match causes with their effects
- S.4 Identify text structures

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

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

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

- E.11 Transitions with conjunctive adverbs
- G.1 Use coordinating conjunctions
- G.2 Identify coordinating conjunctions
- G.3 Identify subordinating conjunctions
- G.4 Use the correct pair of correlative conjunctions
- G.5 Fill in the missing correlative conjunction

W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
M.5 Describe the difference between related words
M.6 Positive and negative connotation
N.5 Determine the meaning of domain-specific words with pictures

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

M.6 Positive and negative connotation
R.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.

T.1 Identify sensory details
T.2 Identify the narrative point of view

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.

E.11 Transitions with conjunctive adverbs

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

E.5 Choose between adjectives and adverbs
L.5 Use thesaurus entries
M.5 Describe the difference between related words

M.6 Positive and negative connotation

T.1 Identify sensory details

T.7 Use personification

T.10 Classify figures of speech

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.

P.2 Organize information by main idea

R.4 Identify author’s purpose

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.

P.6 Suggest appropriate revisions

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.
Recognize the parts of a Works Cited entry (MLA 7th edition)

Recognize the parts of a Works Cited entry (MLA 8th edition)

Use in-text citations with MLA formatting

Identify supporting details in informational texts

Identify supporting details in literary texts

Determine the main idea

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

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”).

Identify supporting details in literary texts

Compare two texts with different genres

Analyze the effects of figures of speech on meaning and tone

Determine the themes of short stories

Analyze short stories

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”).

Distinguish facts from opinions

Choose evidence to support a claim

Identify supporting details in informational texts

Classify logical fallacies

Determine the main idea

Compare information from two texts

Compare and contrast

Match causes with their effects

Match problems with their solutions
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.