

**Main Criteria:** Common Core State Standards  
**Secondary Criteria:** California Content Standards, Pennsylvania Core and Academic Standards  
**Subject:** Language Arts  
**Grade:** 6

**Correlation Options:** Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
<b>Language Arts</b> <b>Grade 6</b>		
STANDARD: <b>CCSS.ELA-Literacy.RL.6.1</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.6.1.</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CC.1.2.6.B.</b> - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. <b>CC.1.3.6.B.</b> - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. <b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
STANDARD: <b>CCSS.ELA-Literacy.RL.6.2</b> - 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>RL.6.2.</b> - 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>RL.6.5.</b> - 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>CC.1.2.6.B.</b> - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.  <b>CC.1.3.6.A.</b> - 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>CC.1.3.6.B.</b> - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

<p><b>STANDARD: CCSS.ELA-Literacy.RL.6.3</b> - 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.</p>	<p><b>RL.6.10.</b> - 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.</p> <p><b>RL.6.3.</b> - 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.</p> <p><b>RL.6.5.</b> - 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.</p>	<p><b>CC.1.3.6.C.</b> - Describe how a particular story 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.</p>
<p><b>STANDARD: CCSS.ELA-Literacy.RL.6.4</b> - 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.</p>	<p><b>L.6.3.b.</b> - Maintain consistency in style and tone.</p> <p><b>L.6.5.a.</b> - Interpret figures of speech (e.g., personification) in context.</p> <p><b>L.6.5.c.</b> - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p><b>RL.6.4.</b> - 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.) CA</p>	
<p><b>STANDARD: CCSS.ELA-Literacy.RL.6.5</b> - 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.</p>	<p><b>RL.6.2.</b> - 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.</p>	<p><b>CC.1.3.6.A.</b> - 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.</p>

	<p><b>RL.6.3.</b> - 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.</p> <p><b>RL.6.5.</b> - 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.</p>	
STANDARD: <b>CCSS.ELA-Literacy.RL.6.6</b> - Explain how an author develops the point of view of the narrator or speaker in a text.	<b>RL.6.6.</b> - Explain how an author develops the point of view of the narrator or speaker in a text.	
STANDARD: <b>CCSS.ELA-Literacy.RL.6.7</b> - 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.	<p><b>RL.6.7.</b> - 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</p> <p><b>RL.6.9.</b> - 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.</p>	<p><b>CC.1.3.6.G.</b> - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to</p> <p><b>CC.1.3.6.H.</b> - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p>
STANDARD: <b>CCSS.ELA-Literacy.RL.6.8</b> - (Not applicable to literature)	<b>RL.6.8.</b> - (Not applicable to literature)	
STANDARD: <b>CCSS.ELA-Literacy.RL.6.9</b> - 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.	<p><b>RL.6.7.</b> - 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.</p> <p><b>RL.6.9.</b> - 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.</p>	<p><b>CC.1.3.6.G.</b> - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.</p> <p><b>CC.1.3.6.H.</b> - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p>

<p>STANDARD: <b>CCSS.ELA-Literacy.RL.6.10</b> - 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.</p>	<p><b>RL.6.10.</b> - 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.</p> <p><b>RL.6.3.</b> - 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.</p>	<p><b>CC.1.3.6.C.</b> - Describe how a particular story 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.</p> <p><b>CC.1.3.6.K.</b> - Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.1</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.6.1.</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2.</b> - 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.</p> <p><b>RI.6.3.</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>CC.1.2.6.A.</b> - Determine the 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.</p> <p><b>CC.1.2.6.C.</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.2</b> - 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.</p>	<p><b>RI.6.1.</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>CC.1.2.6.A.</b> - Determine the 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.</p>

	<p><b>RI.6.2.</b> - 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.</p> <p><b>RI.6.3.</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>CC.1.2.6.C.</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.3</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>RI.6.1.</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2.</b> - 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.</p> <p><b>RI.6.3.</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>CC.1.2.6.A.</b> - Determine the 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.</p> <p><b>CC.1.2.6.C.</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p>	<p><b>L.6.5.a.</b> - Interpret figures of speech (e.g., personification) in context.</p> <p><b>L.6.6.</b> - 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.</p>	<p><b>CC.1.2.6.F.</b> - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.2.6.J.</b> - 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.</p>

	<p><b>RI.6.4.</b> - 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.) CA</p>	<p><b>CC.1.2.6.K.</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.6.F.</b> - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.3.6.I.</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.6.J.</b> - 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.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.5</b> - 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>		<p><b>CC.1.2.6.E.</b> - Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.6</b> - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>RI.6.6.</b> - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>CC.1.2.6.D.</b> - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>CC.1.3.6.D.</b> - Determine an author’s purpose in a text and explain how it is conveyed in a text.</p>

<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.7</b> - 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.</p>	<p><b>RI.6.7.</b> - 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.</p> <p><b>RI.6.9.</b> - 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).</p> <p><b>W.6.7.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>CC.1.2.6.G.</b> - 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.</p> <p><b>CC.1.2.6.I.</b> - Examine how two authors present similar information in different types of text.</p> <p><b>CC.1.2.6.L.</b> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>CC.1.4.6.V.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.8</b> - 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.</p>	<p><b>RI.6.8.</b> - 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.</p> <p><b>W.6.9.b.</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").</p>	<p><b>CC.1.2.6.H.</b> - Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.9</b> - 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).</p>	<p><b>RI.6.9.</b> - 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).</p>	<p><b>CC.1.2.6.I.</b> - Examine how two authors present similar information in different types of text.</p>

<p>STANDARD: <b>CCSS.ELA-Literacy.RI.6.10</b> - 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.</p>	<p><b>RI.6.10.</b> - 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.</p> <p><b>W.6.9.b.</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”).</p>	<p><b>CC.1.2.6.L.</b> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.1a</b> - Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><b>W.6.1.a.</b> - Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>W.6.4.</b> - 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.)</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.1b</b> - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>W.6.1.b.</b> - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.1c</b> - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p><b>L.6.6.</b> - 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.</p> <p><b>W.6.1.c.</b> - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p><b>CC.1.2.6.J.</b> - 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.</p> <p><b>CC.1.3.6.J.</b> - 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.</p>



<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.1d</b> - Establish and maintain a formal style.</p>	<p><b>W.6.1.d.</b> - Establish and maintain a formal style.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.1e</b> - Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>W.6.1.e.</b> - Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>CC.1.4.6.J.</b> - Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.2a</b> - 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>	<p><b>W.6.2.a.</b> - Introduce a topic or thesis statement; 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. CA</p> <p><b>W.6.2.b.</b> - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.6.4.</b> - 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.)</p>	<p><b>CC.1.4.6.B.</b> - Identify and introduce the topic for the intended audience.</p> <p><b>CC.1.4.6.C.</b> - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.2b</b> - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>W.6.10.</b> - 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.</p>	<p><b>CC.1.4.6.B.</b> - Identify and introduce the topic for the intended audience.</p>

**W.6.2.a.** - Introduce a topic or thesis statement; 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. CA

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

**W.6.4.** - 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.)

**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.

**CC.1.4.6.C.** - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**CC.1.4.6.V.** - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CC.1.4.6.W.** - 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.

**CC.1.4.6.X.** - 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.

<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.2c</b> - Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>W.6.2.c.</b> - Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>CC.1.4.6.D.</b> - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.2d</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>L.6.6.</b> - 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.</p> <p><b>W.6.2.d.</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>CC.1.2.6.J.</b> - 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.</p> <p><b>CC.1.3.6.J.</b> - 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.</p> <p><b>CC.1.4.6.E.1.</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>CC.1.4.6.E.3.</b> - Develop and maintain a consistent voice.</p> <p><b>CC.1.4.6.K.1.</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>CC.1.4.6.K.3.</b> - Develop and maintain a consistent voice.</p> <p><b>CC.1.4.6.Q.3.</b> - Develop and maintain a consistent voice.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.2e</b> - Establish and maintain a formal style.</p>	<p><b>W.6.2.e.</b> - Establish and maintain a formal style.</p>	<p><b>CC.1.4.6.E.4.</b> - Establish and maintain a formal style.</p> <p><b>CC.1.4.6.K.4.</b> - Establish and maintain a formal style.</p>

<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.2f</b> - Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>W.6.2.f.</b> - Provide a concluding statement or section that follows from the information or explanation presented.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.3a</b> - 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.</p>	<p><b>W.6.3.a.</b> - 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.</p> <p><b>W.6.3.b.</b> - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>W.6.4.</b> - 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.)</p>	<p><b>CC.1.4.6.P.</b> - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.3b</b> - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>W.6.3.a.</b> - 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.</p> <p><b>W.6.3.b.</b> - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>W.6.4.</b> - 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.)</p>	<p><b>CC.1.4.6.P.</b> - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p>

<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.3c</b> - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>W.6.3.c.</b> - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.3d</b> - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>L.6.6.</b> - 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.</p> <p><b>W.6.3.d.</b> - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>CC.1.2.6.J.</b> - 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.</p> <p><b>CC.1.3.6.J.</b> - 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.</p> <p><b>CC.1.4.6.O.</b> - Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>CC.1.4.6.Q.2.</b> - Use precise language.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.3e</b> - Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>W.6.3.e.</b> - Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>CC.1.4.6.P.</b> - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.6.4</b> - Produce clear and coherent writing in which the development, organization, and style are</p>	<p><b>W.6.1.a.</b> - Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><b>CC.1.4.6.A.</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>

appropriate to task, purpose, and audience.  
(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**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.

**W.6.2.a.** - Introduce a topic or thesis statement; 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. CA

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

**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.

**W.6.4.** - 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.)

**CC.1.4.6.B.** - Identify and introduce the topic for the intended audience.

**CC.1.4.6.C.** - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**CC.1.4.6.G.** - Write arguments to support claims.

**CC.1.4.6.H.** - Introduce and state an opinion on a topic.

**CC.1.4.6.I.** - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

**CC.1.4.6.M.** - Write narratives to develop real or imagined experiences or events.

	<p><b>W.6.5.</b> - 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.)</p>	<p><b>CC.1.4.6.N.</b> - Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p><b>CC.1.4.6.P.</b> - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p> <p><b>CC.1.4.6.T.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CC.1.4.6.X.</b> - 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.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.6.5</b> - 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 on page 53.)</p>	<p><b>W.6.10.</b> - 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.</p> <p><b>W.6.4.</b> - 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.)</p>	<p><b>CC.1.4.6.T.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CC.1.4.6.X.</b> - 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.</p>

	<p><b>W.6.5.</b> - 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.)</p>	
<p>STANDARD: <b>CCSS.ELA-Literacy.W.6.6</b> - 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.</p>	<p><b>W.6.6.</b> - 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.</p>	<p><b>CC.1.4.6.U.</b> - 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.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.6.7</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>RI.6.7.</b> - 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.</p> <p><b>W.6.10.</b> - 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.</p> <p><b>W.6.2.b.</b> - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.6.7.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>CC.1.2.6.G.</b> - 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.</p> <p><b>CC.1.4.6.C.</b> - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>CC.1.4.6.V.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>



	<p><b>W.6.8.</b> - 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.</p>	<p><b>CC.1.4.6.W.</b> - 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.</p> <p><b>CC.1.4.6.X.</b> - 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.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.6.8</b> - 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.</p>	<p><b>W.6.10.</b> - 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.</p> <p><b>W.6.2.b.</b> - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.6.7.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8.</b> - 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.</p>	<p><b>CC.1.4.6.C.</b> - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.6.V.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>CC.1.4.6.W.</b> - 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.</p> <p><b>CC.1.4.6.X.</b> - 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.</p>

<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.9a</b> - 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").</p>	<p><b>W.6.9.a.</b> - 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").</p>	<p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.W.6.9b</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").</p>	<p><b>RI.6.10.</b> - 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.</p> <p><b>RI.6.8.</b> - 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.</p> <p><b>W.6.9.b.</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").</p>	<p><b>CC.1.2.6.H.</b> - Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p> <p><b>CC.1.2.6.L.</b> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.6.S.</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.6.10</b> - 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.</p>	<p><b>W.6.10.</b> - 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.</p> <p><b>W.6.2.b.</b> - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>CC.1.4.6.C.</b> - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.6.T.</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

	<p><b>W.6.4.</b> - 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.)</p> <p><b>W.6.5.</b> - 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.)</p> <p><b>W.6.7.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8.</b> - 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.</p>	<p><b>CC.1.4.6.V.</b> - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>CC.1.4.6.W.</b> - 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.</p> <p><b>CC.1.4.6.X.</b> - 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.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.SL.6.1a</b> - 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.</p>	<p><b>SL.6.1.a.</b> - 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.</p>	<p><b>CC.1.5.6.A.</b> - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

	<p><b>SL.6.1.b.</b> - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.1.c.</b> - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>CC.1.5.6.D.</b> - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.SL.6.1b</b> - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.6.1.a.</b> - 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.</p> <p><b>SL.6.1.b.</b> - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.1.c.</b> - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>CC.1.5.6.A.</b> - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.SL.6.1c</b> - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SL.6.1.a.</b> - 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.</p> <p><b>SL.6.1.b.</b> - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>CC.1.5.6.A.</b> - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

	<b>SL.6.1.c.</b> - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
EXPECTATION: <b>CCSS.ELA-Literacy.SL.6.1d</b> - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>SL.6.1.d.</b> - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
STANDARD: <b>CCSS.ELA-Literacy.SL.6.2</b> - 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.	<b>SL.6.2.</b> - 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.	<b>CC.1.5.6.C.</b> - 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.
STANDARD: <b>CCSS.ELA-Literacy.SL.6.3</b> - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SL.6.3.</b> - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>CC.1.5.6.B.</b> - Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
STANDARD: <b>CCSS.ELA-Literacy.SL.6.4</b> - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.6.1.a.</b> - 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.  <b>SL.6.4.a.</b> - 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. CA	<b>CC.1.5.6.D.</b> - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

<p>STANDARD: <b>CCSS.ELA-Literacy.SL.6.5</b> - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>SL.6.5.</b> - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>CC.1.5.6.F.</b> - Include multimedia components and visual displays in presentations to clarify information.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.SL.6.6</b> - 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 on page 53 for specific expectations.)</p>	<p><b>L.6.1.e.</b> - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>L.6.6.</b> - 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.</p> <p><b>SL.6.6.</b> - 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.)</p>	<p><b>CC.1.2.6.J.</b> - 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.</p> <p><b>CC.1.3.6.J.</b> - 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.</p> <p><b>CC.1.5.6.E.</b> - Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.6.G.</b> - Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.1a</b> - Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p><b>L.6.1.a.</b> - Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.1b</b> - Use intensive pronouns (e.g., myself, ourselves).</p>	<p><b>L.6.1.b.</b> - Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. CA</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.1c</b> - Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p><b>L.6.1.c.</b> - Recognize and correct inappropriate shifts in pronoun number and person.</p>	

<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.1d</b> - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p><b>L.6.1.d.</b> - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). <b>L.6.1.e.</b> - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.1e</b> - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p><b>L.6.1.d.</b> - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). <b>L.6.1.e.</b> - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <b>SL.6.6.</b> - 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.)</p>	<p><b>CC.1.4.6.F.</b> - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <b>CC.1.4.6.L.</b> - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <b>CC.1.4.6.R.</b> - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <b>CC.1.5.6.E.</b> - Adapt speech to a variety of contexts and tasks. <b>CC.1.5.6.G.</b> - Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.2a</b> - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p><b>L.6.2.a.</b> - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.2b</b> - Spell correctly.</p>	<p><b>L.6.2.b.</b> - Spell correctly.</p>	<p><b>CC.1.4.6.F.</b> - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

		<p><b>CC.1.4.6.L.</b> - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.6.R.</b> - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.3a</b> - Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p><b>L.6.3.a.</b> - Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p><b>CC.1.4.6.E.2.</b> - Use sentences of varying lengths and complexities.</p> <p><b>CC.1.4.6.K.2.</b> - Use sentences of varying lengths and complexities.</p> <p><b>CC.1.4.6.Q.1.</b> - Vary sentence patterns for meaning, reader/listener interest, and style.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.3b</b> - Maintain consistency in style and tone.</p>	<p><b>L.6.3.b.</b> - Maintain consistency in style and tone.</p> <p><b>RL.6.4.</b> - 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.) CA</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.4a</b> - 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.</p>	<p><b>L.6.4.a.</b> - 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.</p> <p><b>L.6.4.d.</b> - 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).</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.4b</b> - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p><b>L.6.4.b.</b> - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	



<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.4c</b> - 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.</p>	<p><b>L.6.4.c.</b> - 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.</p> <p><b>L.6.4.d.</b> - 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).</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.4d</b> - 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).</p>	<p><b>L.6.4.a.</b> - 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.</p> <p><b>L.6.4.c.</b> - 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.</p> <p><b>L.6.4.d.</b> - 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).</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.6.5a</b> - Interpret figures of speech (e.g., personification) in context.</p>	<p><b>L.6.5.a.</b> - Interpret figures of speech (e.g., personification) in context.</p> <p><b>RI.6.4.</b> - 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.) CA</p>	<p><b>CC.1.2.6.F.</b> - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.3.6.F.</b> - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p>

	<b>RL.6.4.</b> - 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.) CA	
EXPECTATION: <b>CCSS.ELA-Literacy.L.6.5b</b> - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>L.6.5.b.</b> - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
EXPECTATION: <b>CCSS.ELA-Literacy.L.6.5c</b> - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	<b>L.6.5.c.</b> - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). <b>RL.6.4.</b> - 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.) CA	
STANDARD: <b>CCSS.ELA-Literacy.L.6.6</b> - 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.	<b>L.6.6.</b> - 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. <b>RI.6.4.</b> - 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.) CA	<b>CC.1.2.6.F.</b> - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. <b>CC.1.2.6.J.</b> - 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.

**SL.6.4.a.** - 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. CA

**SL.6.6.** - 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.)

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

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

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

**CC.1.2.6.K.** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.3.6.F.** - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

**CC.1.3.6.I.** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.3.6.J.** - 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.

**CC.1.4.6.E.1.** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CC.1.4.6.E.3.** - Develop and maintain a consistent voice.

**CC.1.4.6.K.1.** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CC.1.4.6.K.3.** - Develop and maintain a consistent voice.

**CC.1.4.6.O.** - Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CC.1.4.6.Q.2.** - Use precise language.

**CC.1.4.6.Q.3.** - Develop and maintain a consistent voice.

**CC.1.5.6.E.** - Adapt speech to a variety of contexts and tasks.