

Common Core ELA Standards Writing	
<p>Text Types and Purposes:</p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources & demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.6.2.E Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p>CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>CCSS.ELA-LITERACY.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing:</p> <p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.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> <p>CCSS.ELA-LITERACY.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.</p> <p>Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.6.9.A Apply grade 6 Reading standards to literature e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics".</p> <p>CCSS.ELA-LITERACY.W.6.9.B Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p>Range of Writing:</p> <p>CCSS.ELA-LITERACY.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.</p>

ELA 6th Grade

Common Core ELA Standards
Language**Conventions of Standard English:**

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

CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., *myself, ourselves*).

CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*

CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCSS.ELA-LITERACY.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.*

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

CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

CCSS.ELA-LITERACY.L.6.2.B Spell correctly.

Knowledge of Language:

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

CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*

CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*

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Common Core ELA Standards
Speaking and Listening**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A 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.

CCSS.ELA-LITERACY.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.4 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.

CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

CCSS.ELA-LITERACY.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.

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Common Core ELA Standards Reading: Literature	Common Core ELA Standards Reading: Informational Text
<p>Key Ideas and Details: CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.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 CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.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.</p>	<p>Key Ideas and Details: CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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).</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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).</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.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.</p>

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Technology

iPads, laptop, Elmo, CommonLit, New York Times, Powtoon, audio books, Khan academy, Jeopardy

Standards	Essential Questions	Content	Skills	Assessment	Resources
Reading: Literary Elements RL.6.1 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.9 RL.6.10	Reading: Literary Elements How does an author use literary elements to create and enhance a story?	Reading: Literary Elements -Genres Literary devices: -Character -Plot -Setting -Theme -Style -Conflict -Dialogue -Protagonist and antagonist -Flashback -Foreshadowing -Point of view -Symbolism -Author's purpose Figurative language: -Simile -Metaphor -Idiom -Hyperbole -Personification -Alliteration -Onomatopoeia -Irony -Imagery	Reading: Literary Elements -Differentiate between genres -Understand literary devices -Identify literary devices in text -Understand figurative language -Identify figurative language in text -Explain why figurative language is used	Reading: Literary Elements -Daily activities -Projects -Quizzes -Class discussions -Exit slips	Reading: Literary Elements - <i>Scholastic Scope</i> magazine by Scholastic -Short stories -Novels -Videos

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Reading: Informational Text RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.8 RL.6.9 RL.6.10	Reading: Informational Text How is informative text different from other genres? How is information presented in nonfiction text?	Reading: Informational Text Structure: -Descriptive -Chronological order -Compare and contrast -Cause and effect -Problem and solution Features: -Table of contents -Glossary -Titles and subtitles -Captions -Pictures -Graphs -Diagrams -Sidebar -Italics -Bold print -Vocabulary -Author's purpose: inform, persuade, entertain -Author's point of view	Reading: Informational Text -Recognize difference between fiction and nonfiction -Identify nonfiction features -Cite text evidence to support and analyze what the text says to draw inferences -Understand the claim and supporting evidence of a nonfiction text -Draw main idea of text -Summarize information in text -Use a variety of media and formats -Determine the meaning of words and phrases -Determine the author's purpose	Reading: Informational Text -Daily activities -Projects -Quizzes -Class discussions -Exit slips	Reading: Informational Text - <i>Scholastic Scope</i> magazine by Scholastic -CommonLit articles -Newsela
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Reading: Literature Realistic Fiction RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.9 RL.6.10	Reading: Literature Realistic Fiction How does an author use literary elements to create and enhance realistic fiction? How can reading realistic fiction help students to better understand the world?	Reading: Literature Realistic Fiction -Literary Elements (listed above) -Relate to real world -Connections -Vocabulary	Reading: Literature Realistic Fiction -Identify literary devices in realistic fiction novels and short stories -Read and relate to the text -Recognize similarities and differences between characters and self -Recognize similarities and differences between settings in text and real life -Understand dialogue and dialect -Engage in the story and look for bigger ideas or themes -Find evidence to make predictions, inferences, and opinions about the text -Respond to the text to demonstrate understanding	Reading: Literature Realistic Fiction -Daily activities -Graphic organizers -Projects -Quizzes -Tests -Class discussions -Exit slips	Reading: Literature Realistic Fiction <i>-Scholastic Scope magazine by Scholastic</i> -CommonLit -Novels
Reading: Literature Historical Fiction RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.9 RL.6.10	Reading: Literature Historical Fiction How does an author use literary elements to create and enhance historical fiction? What can be learned from the past through reading historical fiction? How can literature serve as a vehicle for social change?	Reading: Literature Historical Fiction -Literary Elements (listed above) -Time period -Historical events -Historical settings -Dialect -Prejudices -Conflict -Vocabulary	Reading: Literature Historical Fiction -Identify literary devices in historical fiction novels and short stories -Understand the real events woven with fictional elements -Empathize with historical characters and events -Identify historical conflicts that characters face -Compare and contrast historical events with current time	Reading: Literature Historical Fiction -Daily activities -Graphic organizers -Projects -Quizzes -Tests -Class discussions -Exit slips	Reading: Literature Historical Fiction <i>-Scholastic Scope magazine by Scholastic</i> -CommonLit -Novels

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Reading: Literature: Fantasy RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.9 RL.6.10	Reading: Literature: Fantasy How does an author use literary elements to create and enhance fantasy? How do readers learn about real life from made up situations?	Reading: Literature: Fantasy -Literary Elements (listed above) -Imaginary and unrealistic elements -Magic -Supernatural -Character strengths and weaknesses -Settings: well developed magical -Theme: serious -Good vs. evil -Quest or journey -Vocabulary	Reading: Literature: Fantasy -Identify literary devices in fantasy novels and short stories -Understand magical elements -Determine the conflict, protagonist, and antagonist -Identify weaknesses in supernatural characters -Compare and contrast personal understandings of imagery and settings -Identify the central message or lesson	Reading: Literature: Fantasy -Daily activities -Projects -Quizzes -Tests -Class discussions	Reading: Literature: Fantasy - <i>Scholastic Scope</i> magazine by Scholastic -CommonLit -Short stories -Novels
Reading: Literature Poetry RL.6.1 RL.6.2 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.9 RL.6.10	Reading: Literature Poetry How does poetry affect the reader emotionally? How do poets convey messages about themselves, society, and the human condition?	Reading: Literature Poetry -Traditional vs. non traditional -Stanzas -Free verse -Rhyming/patterning -Emotional impact -Theme -Figurative language -Author's craft	Reading: Literature Poetry -Compare and contrast poems -Analyze and interpret poems to convey meaning	Reading: Literature Poetry -Daily activities -Quizzes -Tests -Class discussions	Reading: Literature Poetry - <i>Scholastic Scope</i> magazine by Scholastic -CommonLit - <i>Exploring Literature Finn</i> <i>Literature Series</i> by Faye Louis Grindstaff (1984) - <i>McDougal Littell Literature</i> by McDougal Littell (2007) - <i>Poetry Comprehension</i> by Mark Twain Media - <i>Lessons that Change Writers</i> by Nancy Atwell