

## 6<sup>th</sup> grade ELA Syllabus 2017-2018 school year

1<sup>st</sup> nine week standards will be taught- August 4-October 6

2<sup>nd</sup> nine week standards will be taught- October 16-December 15

3<sup>rd</sup> nine week standards will be taught- January 3-March 9

4<sup>th</sup> nine week standards will be taught- March 12-May 25

Student projects assigned throughout the year may include the following:

Wax Museum- students use speaking and listening skills to show knowledge of historical figures

Table Top Demonstrations- students use speaking and listening skills to show knowledge of how to do or make something

Reading Fair/Reading Projects- students organize a display board demonstrating understanding of a book they have read

Book Unit Projects- jackdaw, bring in something related to a book they have read

Oral Speeches- students use speaking and listening skills to present about a subject

Students may work IXL and Study Island objectives throughout the year

Language Standards:	Description	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	<b>Cornerstone: Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking; consider complex and contested matters of usage and convention</b>				
<b>Conventions of Standard English #1</b>	<p><b>6.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement).</li> <li>b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.</li> <li>c. When reading and listening, explain the function of phrases and clauses.</li> <li>d. When writing or speaking, use simple, compound, and complex sentences.</li> </ul>			✓	
	<b>Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>				
<b>Conventions of Standard English #2</b>	<p><b>6.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p>	✓	✓	✓	✓
	<b>Cornerstone: 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.</b>				

<p><b>Knowledge of Language #3</b></p>	<p><b>6.L.KL.3</b> When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.</p>		<p>✓</p>		
	<p><b>Cornerstone: 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.</b></p>				
<p><b>Vocabulary Acquisition and Use #4</b></p>	<p><b>6.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

	<b>Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in words meaning.</b>				
<b>Vocabulary Acquisition and Use #5</b>	<b>6.L.VAU.5</b> When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.		✓		
	<b>Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</b>				
<b>Vocabulary Acquisition and Use #6</b>	<b>6.L.VAU.6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓

Reading Standards	Description		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
	<b>Cornerstone: Read closely to determine what a text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</b>									
<b>Key Ideas and Details #1</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</td> <td style="padding: 5px;">6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.		✓	✓	✓	✓
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	<b>Cornerstone: Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>									
<b>Key Ideas and Details #2</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective and summary.</td> <td style="padding: 5px;">6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective and summary.	6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.		✓	✓	✓	✓
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	<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>									
<b>Key Ideas and Details #3</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</td> <td style="padding: 5px;">6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.		✓	✓		
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	<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning.</b>									
<b>Craft and Structure #4</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.</td> <td style="vertical-align: top;">6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			✓		
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	<b>Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of a text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole.</b>									
<b>Craft and Structure #5</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">6.RL.CS.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.</td> <td style="vertical-align: top;">6.RI.CS.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.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	6.RL.CS.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.	6.RI.CS.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.			✓	✓	
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	<b>Cornerstone: Assess how point of view or purpose shapes the content and style of a text.</b>									
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Reading Standards	Description		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
	<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>									
<b>Integration of Knowledge #7</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">6.RL.IK1.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.</td> <td style="padding: 5px;">6.RI.IK1.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	6.RL.IK1.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	6.RI.IK1.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.		✓	✓	✓	✓
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	<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>									
<b>Integration of Knowledge #8</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Standard #8 is not applicable to literature.</td> <td style="padding: 5px;">6.RI.IK1.8 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.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	Standard #8 is not applicable to literature.	6.RI.IK1.8 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.			✓	✓	
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Standard #8 is not applicable to literature.	6.RI.IK1.8 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.									
	<b>Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</b>									
<b>Integration of Knowledge #9</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LITERATURE</th> <th style="width: 50%; text-align: center;">INFORMATIONAL TEXT</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">6.RL.IK1.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</td> <td style="padding: 5px;">6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.</td> </tr> </tbody> </table>	LITERATURE	INFORMATIONAL TEXT	6.RL.IK1.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.		✓	✓	✓	✓
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Reading Standards	Description		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
	<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>									
<b>Range of Reading and Level of Text Complexity #10</b>	<b>LITERATURE</b>	<b>INFORMATIONAL TEXT</b>	✓	✓	✓	✓				
	6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.								
<b>Speaking and Listening Standards</b>										
	<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>									
<b>Comprehension and Collaboration #1</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="479 891 966 965" style="width: 50%;">Standard</th> <th data-bbox="966 891 1464 965" style="width: 50%;">Linking Standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 965 966 1125">6.SL.CC.1 Prepare for collaborative discussions on 6<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</td> <td data-bbox="966 965 1464 1125" style="text-align: center;">           RL.1-7, 9, 10            RI.1-10            W.5-6         </td> </tr> </tbody> </table>		Standard	Linking Standards	6.SL.CC.1 Prepare for collaborative discussions on 6 <sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.5-6	✓	✓	✓	✓
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Speaking and Listening Standards	Description	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
	<b>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral format.</b>								
<b>Comprehension and Collaboration #2</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="479 348 966 408" style="width: 50%;">Standard</th> <th data-bbox="966 348 1464 408" style="width: 50%;">Linking Standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 408 966 539">6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.</td> <td data-bbox="966 408 1464 539" style="text-align: center;">L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8</td> </tr> </tbody> </table>	Standard	Linking Standards	6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8	✓	✓	✓	✓
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	<b>Cornerstone: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>								
<b>Comprehension and Collaboration #3</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="479 728 966 776" style="width: 50%;">Standard</th> <th data-bbox="966 728 1464 776" style="width: 50%;">Linking Standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 776 966 919">6.SL.CC.3 Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td> <td data-bbox="966 776 1464 919" style="text-align: center;">L.4-5 RI.8 W.9b</td> </tr> </tbody> </table>	Standard	Linking Standards	6.SL.CC.3 Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	L.4-5 RI.8 W.9b		✓	✓	
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6.SL.CC.3 Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	L.4-5 RI.8 W.9b								
	<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>								
<b>Presentation of Knowledge and Ideas #4</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="463 1125 950 1182" style="width: 50%;">Standard</th> <th data-bbox="950 1125 1445 1182" style="width: 50%;">Linking Standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="463 1182 950 1332">6.SL.PKI.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.</td> <td data-bbox="950 1182 1445 1332" style="text-align: center;">RL2 RI.2, 8 W1, 4, 7</td> </tr> </tbody> </table>	Standard	Linking Standards	6.SL.PKI.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.	RL2 RI.2, 8 W1, 4, 7	✓	✓	✓	✓
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Speaking and Listening Standards	Description	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>				
	<b>Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation.</b>								
<b>Presentation of Knowledge and Ideas # 5</b>	<table border="1" data-bbox="432 301 1416 494"> <thead> <tr> <th data-bbox="432 301 915 351">Standard</th> <th data-bbox="915 301 1416 351">Linking Standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 351 915 494">6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.</td> <td data-bbox="915 351 1416 494">RI.7, 8, 9 W.6, 8</td> </tr> </tbody> </table>	Standard	Linking Standards	6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.	RI.7, 8, 9 W.6, 8	✓	✓	✓	✓
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	<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>								
<b>Presentation of Knowledge and Ideas # 6</b>	<table border="1" data-bbox="432 695 1416 882"> <thead> <tr> <th data-bbox="432 695 915 753">Standard</th> <th data-bbox="915 695 1416 753">Linking Standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 753 915 882">6.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td> <td data-bbox="915 753 1416 882">L.1, 3 W.4-5</td> </tr> </tbody> </table>	Standard	Linking Standards	6.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5		✓		
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6.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5								
<b>Writing Standards</b>	<b>Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>								
<b>Text Types and Protocol #1</b>	<p>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s).</li> <li>Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</li> <li>Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>Craft an effective and relevant conclusion that supports the argument presented.</li> <li>Use precise language and content-specific vocabulary.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use varied sentence structure to enhance meaning and reader interest.</li> <li>Establish and maintain a formal style.</li> </ol>		✓						

Writing Standards	Description	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>				
<b>Text Types and Protocol #2</b>	<p><b>6.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>e. Craft an effective and relevant conclusion.</li> <li>f. Include formatting, graphics, and multimedia when appropriate.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use precise language and domain-specific vocabulary.</li> <li>i. Use varied sentence structure to enhance meaning and reader interest.</li> <li>j. Establish and maintain a formal style.</li> </ol>	✓			
	<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured events sequences.</b>				
<b>Text Types and Protocol #3</b>	<p><b>6.W.TTP.3</b> Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Create a smooth progression of experiences or events.</li> <li>d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ol>	✓			
	<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>				
<b>Production and Distribution of Writing #4</b>	<p><b>6.W.PDW.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>	✓	✓	✓	✓

Writing Standards	Description	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>				
<b>Production and Distribution of Writing #5</b>	<b>6.W.PDW.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.)	✓	✓	✓	✓
	<b>Cornerstone: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</b>				
<b>Production and Distribution of Writing #6</b>	<b>6.W.PDW.6</b> Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	✓	✓	✓	✓
	<b>Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</b>				
<b>Research to Build and Present Knowledge #7</b>	<b>6.W.RBPK.7</b> Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.		✓		
	<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>				

Writing Standards	Description	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Research to Build and Present Knowledge # 8	<p><b>6.W.RBPK.8</b> Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	✓	✓	✓	✓
	<p><b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>				
Research to Build and Present Knowledge # 9	<p><b>6.W.RBPK.9</b> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.</p>	✓	✓	✓	✓
	<p><b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter times (single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></p>				
Range of Writing #10	<p><b>6.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	✓	✓	✓	✓