
Pike County School District Standards Mastery Document

6th Grade Reading and Writing
Revised 2019



Pike County County District
Standards Mastery Document - Revised 2019
6th Grade Reading and Writing

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Interdisciplinary Literacy Practices

1.	Recognize that text is anything that communicates a message.
2.	Employ, develop, and refine schema to understand and create text.
3.	View literacy experiences as transactional, interdisciplinary, and transformational.
4.	Utilize receptive and expressive language arts to better understand self, others, and the world.
5.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6.	Collaborate with others to create new meaning.
7.	Utilize digital resources to learn and share with others.
8.	Engage in specialized, discipline-specific literacy practices.
9.	Apply high level cognitive processes to think deeply and critically about text.
10.	Develop a literacy identity that promotes lifelong learning.

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Reading Literature

KEY IDEAS AND DETAILS	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.
CRAFT AND STRUCTURE	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.6.7	Compare/contrast the experience of reading a print text and viewing its visual/oral presentation.
RL.6.8	(Not applicable to literature)
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

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Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: R.L.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Define inference.➤ Identify textual evidence.➤ Select explicit textual evidence made in a text.➤ Interpret inferences from a text.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Read closely to analyze text to cite textual evidence that is explicitly stated.➤ Read closely to analyze text to infer.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will cite textual evidence to support analysis of what the text says explicitly.➤ Students will cite textual evidence to support analysis of inferences drawn from the text. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: R.L.6.2 Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Find the theme of a text.➤ Find supporting details of the theme of a text.➤ Summarize a text based on the details.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Analyze supporting details used to determine theme.➤ Distinguish between textual facts and opinions.➤ Formulate a summary based on details from the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will analyze how a theme is reflected in the text by citing particular details.➤ Students will provide an objective summary of the text. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Standard: R.L.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ List a series of episodes within a story or drama.➤ List character traits and types.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify how plot unfolds in a series of episodes.➤ Examine how characters change over the course of a story or drama.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will clearly describe how a particular story's or drama's plot unfolds in a series of episodes.➤ Students will clearly determine how the characters respond or change as the plot moves toward a resolution. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: R.L.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.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Define the meaning of words and phrases as they are used in a text. ➤ Define the figurative meaning of words and phrases as they are used in a text. ➤ Define the connotative meaning of words and phrases as they are used in a text. ➤ Interpret the tone used in a text. ➤ Explain the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> ➤ Distinguish the meaning of words and phrases as they are used in a text. ➤ Distinguish the figurative meaning of words and phrases as they are used in a text. ➤ Distinguish the connotative meaning of words and phrases as they are used in a text. ➤ Distinguish the tone used in a text. ➤ Identify the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> ➤ Students will determine the meaning of words and phrases as they are used in a text. ➤ Students will determine the figurative meaning of words and phrases as they are used in a text. ➤ Students will determine the connotative meaning of words and phrases as they are used in a text. ➤ Students will analyze the impact of a specific word choice on meaning and tone. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>

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Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Standard: R.L.6.5 Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Name the various structures (e.g., a section, chapter, scene, or stanza) of a literary text.➤ Name the theme of a literary text.➤ Name the plot of a literary text.➤ Name the setting of a literary text.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify how a particular sentence, chapter, scene or stanza fits into the overall structure of a text.➤ Identify how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of theme setting or plot.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will clearly analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.➤ Students will clearly analyze how the overall structure of a text contributes to the development of the theme, setting, or plot. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 6: Students will analyze how point of view, perspective, and purpose shape the content and style of a text.

Standard: R.L.6.6 Explain how an author develops the perspective of the narrator or speaker in a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Define point of view, (e.g., first person, second person, and third person).➤ List the strategies authors use to develop point of view, (e.g., revealing character’s thoughts and actions, dialogue, what other characters say or think about that character).➤ Select details or examples in a text where the author develops the point of view of the narrator or the speaker.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the author’s strategies for a specific text and be able to cite textual evidence to show point of view.➤ Identify the author’s strategy and cite textual evidence.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will analyze how an author develops the perspective of the narrator or speaker in a text. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 7: Students will integrate and evaluate content presented print/non-print forms of text found in diverse media and formats.

Standard: R.L.6.7 Compare and contrast the experience of reading a print text and viewing its visual/oral presentation.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Define multiple text formats (e.g., audio, video, and live versions).	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Categorize the similarities of the experience of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the text.➤ Categorize the differences of the experience of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will clearly compare and contrast the experience of reading a print text and viewing its visual/oral presentation. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: R.L.6.8 Not applicable to literature.

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Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take.

Standard: R.L.6.9 Compare/contrast how various forms or genres of texts approach a similar theme or topic.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ List the different forms or genres of texts.➤ Define the characteristics of themes and topics of different genres.➤ Show how different forms or genres use similar themes or topics.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the similarities of themes and topics between two or more texts.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will clearly compare and contrast texts in different forms or genres of texts in terms of their approaches to similar themes and topics.
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Guiding Principle 10: Students will read, comprehend and analyze complex literary texts independently and proficiently.

Standard: R.L.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Read and comprehend grade level literary texts.</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Read, comprehend, and analyze grade level literary texts.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>➤ Students will read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.</p> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Reading Informational Text

KEY IDEAS AND DETAILS	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.
CRAFT AND STRUCTURE	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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.
RI.6.6	Determine an author’s perspective and purpose in a text, and explain how it is conveyed in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RI.6.7	Determine an author’s perspective and purpose in a text, and explain how It is conveyed in a text.
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.
RI.6.9	Compare/contrast how two or more authors present similar events.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

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Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: R.I.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Define an inference. ➤ Define textual evidence. ➤ Recognize explicit textual evidence made in a text. ➤ Make inferences from a text. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Read closely to analyze text to cite textual evidence that is explicitly stated. ➤ Read closely to analyze text to infer. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will cite textual evidence to support analysis of what the text says explicitly. ➤ Students will cite textual evidence to support analysis of inferences drawn from the text. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 2: Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

Standard: R.I.6.2 Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Find the central idea of a text. ➤ Find supporting details of the central idea of a text. ➤ Summarize a text based on the details. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Analyze supporting details used to determine central idea. ➤ Distinguish between textual facts and opinions. ➤ Formulate a summary based on details from the text. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will clearly analyze how a central idea of a text is reflected in a text by citing particular details. ➤ Students will provide an objective summary of the text. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact with the course of the text.

Standard: R.I.6.3 Analyze in detail how an author develops a key individual, event or idea over the course of a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ List the key individuals in a text. ➤ List the key events in a text. ➤ List the key ideas in a text. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Read a text to first identify the key individuals, ideas, and events. ➤ Identify how pieces of information in a text develop and support the individuals and events. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will analyze in detail how a key individual develops over the course of a text. ➤ Students will analyze in detail how a key event develops over the course of a text. ➤ Students will analyze in detail how a key idea develops over the course of a text. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: R.I.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; **analyze the impact of a specific word choice on meaning and tone.**

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Define figurative language. ➤ Define connotative language. ➤ Define denotative language. ➤ Define technical language. ➤ Define tone. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify words/language as figurative, connotative, denotative, and technical. ➤ Discover the meaning of unfamiliar/unknown words or phrases as they are used in a text by strategies such as using contextual clues. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will determine the meaning of words and phrases as they are used in a text. ➤ Students will determine the figurative meaning of words and phrases as they are used in a text. ➤ Students will determine the connotative meaning of words and phrases as they are used in a text. ➤ Students will determine the technical meaning of words and phrases as they are used in a text. ➤ Students will analyze the impact of a specific word on meaning and tone. ➤ <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Reading Informational Text

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Standard: R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Name the various structures (e.g., a sentence, paragraph, chapter, section, chronology, compare/contrast, cause/effect, and problem/solution) of informational text. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify the text structure. ➤ Identify how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. ➤ Identify how each part (e.g., sentence, paragraph, chapter, or section) contributes to the development of the ideas. ➤ Identify the sequence of events and chronological order. ➤ Identify the causes and their effects. ➤ Identify the problems and their solutions. ➤ Identify the similarities and differences. ➤ Identify the transition words that signal a specific text structure. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will clearly analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. ➤ Students will clearly analyze how the overall structure of a text contributes to the development of the ideas. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: R.I.6.6 Determine an author’s perspective and purpose in a text, and explain how it is conveyed in the text.

<p>Know – <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Tell the author’s point of view (e.g., first person, second person, and third person). ➤ Tell the author’s purpose (e.g., persuade, inform, entertain, explain, and describe). 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify the author’s point of view or perspective of a topic or subject and cite textual evidence to show point of view. ➤ Identify the author’s purpose for writing a text and cite textual evidence to show author’s purpose. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will determine an author’s perspective in a text and explain how it is conveyed in the text. ➤ Students will determine an author’s purpose in a text and explain how it is conveyed in the text. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in **print/non-print forms of text found in diverse media and formats.**

Standard: R.I.6.7 Integrate information presented in **print and non-print formats** to develop a coherent understanding of a topic or issue.

<p>Know – <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Tell the different in print and non-print formats. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Combine information from print and non-print formats to comprehend a topic or issue. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: R.I.6.8 Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.

<p>Know – <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Define an argument. ➤ Define a claim. ➤ Define a reason. ➤ Define evidence (supporting details). ➤ Define a counterclaim. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify claims/arguments that are supported by reasons and evidence from claims that are <i>not</i>. ➤ Identify relevant reasons and evidence that supports a claim/argument. ➤ Identify reasons and evidence that do <i>not</i> support a claim/argument. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will identify and evaluate the argument and specific claims in a text. ➤ Students will clearly distinguish claims that are supported by reasons and evidence from unsupported claims. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: R.I.6.9 Compare/contrast how two or more authors present similar events.

<p>Know: What content does the student need to know to demonstrate this standard?</p> <p>➤ Tell how different authors use similar themes or topics.</p>	<p>Do: What skill must the student demonstrate?</p> <p>➤ Identify the similarities of themes or topics in texts written by different authors.</p>	<p>Mastery: How does the student demonstrate the learning of the standard?</p> <p>➤ Students will compare and contrast how two or more authors present similar events.</p> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Reading Informational Text

Guiding Principle 10: Students will read, comprehend and analyze complex informational texts independently and proficiently.

Standard: R.I.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Read and comprehend grade-level texts. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Read, comprehend, and analyze grade-level texts. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will read, comprehend, and analyze grade level appropriate, complex informational texts independently and proficiently. <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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Composition

TEXT TYPES AND PURPOSES	
C.6.1	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.b. Introduce claim(s) and organize the reasons and evidence clearly.c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from the argument presented.g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.
C.6.2	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.b. Introduce a topic, previewing what is to follow, organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.d. Use appropriate transitions to clarify the relationships among ideas and concepts.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.f. Establish and maintain a formal style.g. Provide a concluding statement or section that follows from the information or explanation presented.h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on how well purpose and audience have been addressed.

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C.6.3	<p>Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Produce clear and coherent writing in which the development, organizations and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by establishing a context and introducing a narrator and or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. 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 but not limited to analogies or allusions to other texts. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</p> <p>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>
PRODUCTION AND DISTRIBUTION	
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
C.6.5	Conduct short research projects to answer a question, drawing on several sources.
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
RANGE OF WRITING	
C.6.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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Composition

Guiding Principle 1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard: C.6.1 Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce claim(s) and organize the reasons and evidence clearly.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understand of the topic or text.
- d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.
- g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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Composition

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Define a claim. ➤ Show supporting reasons and evidence. ➤ Find credible sources. ➤ Find credible sources and information which can be used to support the claim. ➤ Select words, phrases, and clauses to clarify the relationships among the claims and reasons. ➤ Demonstrate the formal style for writing an argument. ➤ Label a concluding statement. ➤ Recall the writing process. ➤ Select the appropriate task, purpose, and audience. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Read argumentative writing pieces in order to identify quality examples of this type of writing and be able to identify claims and supporting evidence. ➤ Take part in whole group discussions of opposing sides of an issue. ➤ Construct Graphic organizers (T-charts, Cornell Notes, etc.) for each side of an argument; use evidence to support that side of the argument. ➤ Utilize prewriting strategies (W-W-W, hashtag method, etc.) to brainstorm reasons and support. ➤ Construct a well-developed paragraph that states and supports the side they agree with. ➤ Construct introductory and concluding paragraphs. ➤ Select words, phrases, and clauses to connect the writing. ➤ Choose facts rather than emotional appeal and overgeneralizations to prove points. ➤ Choose credible resources to use to provide relevant evidence. ➤ Demonstrate the writing process to plan, edit, revise, and rewrite to strengthen and argumentative composition. ➤ Develop the appropriate task, purpose, and audience in an argumentative composition. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Compose an argumentative essay, speech, or letter requiring students to correctly identify the claim and its supporting evidence.
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Composition

Guiding Principle 2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Standard: C.6.2 Compose informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate transitions to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Composition

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Explain relevant facts vs opinions. ➤ Find main ideas and supporting details. ➤ Find quotes and examples for support. ➤ Choose various transitions that clarify relationships among ideas and concepts. ➤ Select precise language and domain-specific vocabulary related to the topic. ➤ Choose a concluding statement. ➤ Explain text features. ➤ Explain text structures. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Develop a topic with the following: <ul style="list-style-type: none"> ○ Relevant facts/opinion ○ Definitions ○ Main ideas and details ○ Quotations ○ Examples ○ Other information ○ Distinguish when to include: <ul style="list-style-type: none"> ○ Formatting ○ Graphics ○ Multimedia ➤ Select various transitions that clarify relationships among ideas and concepts. ➤ Plan how to organize ideas, concepts, and information. ➤ Organize when and how to use various text features. ➤ Organize when and how to use various strategies (text structures): <ul style="list-style-type: none"> ○ Definitions ○ Classification ○ Compare/Contrast ○ Cause/Effect ○ Problem/Solution ➤ Select precise language and domain-specific vocabulary to inform or explain the text. ➤ Develop a formal style and tone. ➤ Develop a supportive concluding statement. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Compose informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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Composition

Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Standard: C.6.3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.

- a. Produce clear and coherent writing in which development, organization and style are appropriate to task, purpose and audience.
- b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
- d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- f. Provide a conclusion that follows from the narrated experiences or events.
- g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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Composition

<p><u>Know:</u> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Define character. ➤ Explain narrative techniques. ➤ Demonstrate how to use dialogue in a text. ➤ Label the elements of a story. ➤ Select transitional phrases, words, and clauses be used to shift from one time frame or setting to another. ➤ Explain sensory language. ➤ Choose a good conclusion. ➤ Recall the writing process. ➤ Select the appropriate task, purpose, and audience. 	<p><u>Do:</u> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify characteristics of narrative writing. ➤ Construct graphic organizers to plan narrative writings. ➤ Develop a controlling idea. ➤ Develop dialogue using correct punctuation and capitalization. ➤ Develop varying points of view to describe a common event. ➤ Apply sensory details to describe an event. ➤ Construct a short descriptive paragraph about a person. ➤ Apply sequential order to describe an event. ➤ Analyze the different purposes of narratives. ➤ Identify the elements of story using narratives. ➤ Select and incorporate relevant details. ➤ Construct a purposeful conclusion. ➤ Demonstrate the writing process to plan, edit, revise, and rewrite to strengthen narrative composition. ➤ Develop the appropriate task, purpose, and audience to a narrative composition. 	<p><u>Mastery:</u> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Compose narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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Composition

The Three Modes of Composition (C.6.1, C.6.2, C.6.3)

Production and Distribution of Composition: Standards (C.6.4)

Research to Build and Present Knowledge: Standards (C.6.5, C.6.6)

Range of Composition: Standard (C.6.7)

***Denotes incorporation of additional standards to the three modes of composition.**

Guiding Principle 4: Students will use digital resources to create and publish products as well as interact and collaborate with others.

Standard (C.6.4) Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

***Applies to (C.6.1, C.6.2, C.6.3)**

Guiding Principle 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard (C.6.5) Conduct short research projects to answer a question, drawing on several sources.

***Applies to (C.6.1, C.6.2, C.6.3)**

Guiding Principle 6: Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Standard (C.6.6) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

***Applies to (C.6.1, C.6.2, C.6.3)**

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Guiding Principle 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.

Standard (C.6.7) Conduct routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

***Applies to (C.6.1, C.6.2, C.6.3)**

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Language

CONVENTIONS OF STANDARD ENGLISH	
L.6.1	In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English and implement strategies to improve expression in conventional language.
L.6.2	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.
KNOWLEDGE OF LANGUAGE	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.

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VOCABULARY /ACQUISITION AND USE	
L.6.4	<p>Determine to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none">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.b. Use Greek and Latin affixes and roots as clues to the meaning of a word.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.d. 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.
L.6.5	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">a. Interpret figurative language, including but not limited to personification, in context.b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations of words with similar denotations.

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Language

Guiding Principle 1: Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard: L.6.1 In both written and oral expression:

- a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.
- b. Recognize and correct inappropriate shifts in pronoun number and person.
- c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Define pronouns: <ul style="list-style-type: none"> ○ Subjective ○ Objective ○ Possessive ○ Intensive ➤ Find inappropriate in number and person. ➤ Find vague pronouns (ones with unclear or ambiguous antecedent). ➤ Find variations from standard English in their own and others' writing and speaking. ➤ Find and use strategies to improve expression in conventional language. 	<ul style="list-style-type: none"> ➤ Apply command of the conventions of standard English grammar and usage when writing. ➤ Identify shifts in pronoun number and person. ➤ Identify vague (unclear or without antecedents) pronouns. ➤ Identify variations from standard English in their own and others' writing and speaking. ➤ Select and apply strategies to improve expression in conventional language. 	<ul style="list-style-type: none"> ➤ Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by: <ul style="list-style-type: none"> a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

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Language

Guiding Principle 2: Students will demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

Standard: L.6.2 When writing:

- a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Recall the rules for capitalization. ➤ Recall nonrestrictive / parenthetical elements. ➤ Define the rules for punctuation (commas, parentheses, dashes) to set off nonrestrictive / parenthetical elements. ➤ Recall the rules for spelling correctly. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Apply correct rules for capitalization when writing. ➤ Apply correct rules for punctuation (commas, parentheses, dashes) when writing nonrestrictive / parenthetical elements. ➤ Apply correct rules for spelling when writing. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by: <ol style="list-style-type: none"> a. Using punctuation (commas, parentheses, dashes) to set off nonrestrictive / parenthetical elements. b. Spell correctly.
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Language

Guiding Principle 3: Students will 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.

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

- a. Vary sentence patterns for meaning, reader/listener interest and style.
- b. Maintain consistency in style and tone.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Classify various sentence patterns: <ul style="list-style-type: none"> ○ meaning ○ reader/listener interest ○ style ➤ Define style. ➤ Define tone. ➤ Show consistency in style and tone. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Develop various sentence patterns for: <ul style="list-style-type: none"> ○ meaning ○ reader/listener interest ○ style ➤ Apply style. ➤ Apply tone. ➤ Apply consistency in style and tone. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students use knowledge of language and its conventions when writing, speaking, reading or listening by: <ul style="list-style-type: none"> a. Varying sentence patterns for meaning, reader/listener interest, and style. b. Maintaining consistency in style and tone.
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Language

Guiding Principle 4: Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Standard: 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.

- 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.
- b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- d. 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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Language

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Define the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>. ➤ Find context clues to determine the meaning of a word or phrase ➤ Find common, grade appropriate Greek or Latin affixes and roots to determine the meaning of a word. ➤ Select 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. ➤ Interpret 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>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Discover the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>. ➤ Discover context clues to determine the meaning of a word or phrase. ➤ Apply common, grade appropriate Greek or Latin affixes and roots to determine the meaning of a word. ➤ Utilize 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. ➤ Compare 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>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies by: <ul style="list-style-type: none"> a. Using 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. b. Using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech. d. Verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Language

Guiding Principle 5: Students will demonstrate understanding of word relationship and nuances in word meanings.

Standard: L.6.5 Demonstrate understanding of, figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including but not limited to personification, in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations of words with similar denotations.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Name the figures of speech (e.g., personification) in context. ➤ Find the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ➤ Choose among the connotations (associations) of words and similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). o Define connotation. o Define denotation. 	<ul style="list-style-type: none"> ➤ Analyze the figures of speech (e.g., personification) in context. ➤ Examine the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ➤ Select among the connotations (associations) of words and similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). 	<ul style="list-style-type: none"> ➤ Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings by: <ol style="list-style-type: none"> a. Interpreting figures of speech (e.g., personification) in context. b. Using the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguishing among the connotations (associations) of words with similar denotations.

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