	Reading Standards for Literature - Grade 6		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.6.1</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.6.2</u>	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	2	Employ, develop and refine schema to understand and create text.
<u>RL.6.3</u>	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.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.6.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of a specific word choice on meaning and tone.	4	guage arts to better understand self, others and the world.
	······································		Apply strategic practices, with
<u>RL.6.5</u>	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.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RL.6.6</u>	Explain how an author develops the perspective of the narrator or speaker in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.6.7</u>	Compare/contrast reading a print text and viewing its visual/oral presentation.	7	share with others.
L			Engage in specialized, discipline-
<u>RL.6.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.6.9</u>	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	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, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>NE.0.10</u>	portance) to read, comprehend, and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
	o determine what the text says o Atual evidence to support conclu	explicitly and to make logical infer- sions drawn from the text.		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.5.1	RL.6.1	RL.7.1		communicates a message.
Quote accurately from a text when explaining what the text says explicitly and when draw- ing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.
ing interences non-the text.				View literacy experiences as transac
	MULTIDIMENSIONALITY - RL.6.2	1	3	tional, interdisciplinary and transfor-
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-
CITE TEXTUAL EVIDENCE to support from the text.	oort analysis of what the text says	explicitly as well as inferences drawn	4	guage arts to better understand self others and the world.
	G PRINCIPLE ROR READING LITE	ERATURE alyze their development; cite specific	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	mary, paraphrase and direct quotat	tions, to support conclusions drawn	6	Collaborate with others to create new meaning.
RL.5.2	PROGRESSION RL.6.2	RL.7.2	_	Utilize digital resources to learn and
Analyze how the theme is re-	Analyze how the theme is re-	Determine themes of a text and ana-	7	share with others.
flected in the text, including but not limited to poems, sto- ries and dramas, and cite rele- vant implicit and explicit evi-	flected in the text by citing par- ticular details and/or providing an objective summary.	lyze their development through citing textual evidence, paraphrasing, or summarizing.	8	Engage in specialized, discipline- specific literacy practices.
dence to support thinking.			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.6.2	2		Dovelop a literage identity that we
	ected in the text by <i>citing</i> particular	MAROON (CAPS) = CONTENT details and/or providing an objective	10	Develop a literacy identity that pro- motes lifelong learning.
summary.	,	, <u>,</u> ,		HOME

#### **GUIDING PRINCIPLE ROR READING LITERATURE**



**3.** Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

		PROGRESSION		1	Recognize that text is anything that
	RL.5.3	RL.6.3	RL.7.3	-	communicates a message.
	Compare/contrast characters, settings, or events in a story or drama, using specific de-	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and deter-	Analyze how particular elements of a story or drama influence one another.	2	Employ, develop and refine schema to understand and create text.
	tails to analyze their interac- tion over the course of the text.	mine how the characters re- spond or change as the plot moves toward a resolution.		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
		MULTIDIMENSIONALITY - RL.6.3	3		Utilize receptive and expressive lan
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand se
	Describe how a particular STOR	Y'S OR DRAMA'S PLOT unfolds in a s	eries of episodes and determine how		others and the world.
	the characters respond or chan	ge as the plot moves toward a RES	OLUTION.	5	Apply strategic practices, with
				5	scaffolding and then independently to approach new literacy tasks.
	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		
9		and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical, d choices shape meaning or tone.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn an
	RL.5.4	RL.6.4	RL.7.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found	Determine the meaning of words and phrases as they are used in a text, including figura- tive and connotative meanings;	Determine the meaning of words and phrases as they are used in a text, in- cluding figurative and connotative meanings; analyze the impact of	8	Engage in specialized, discipline- specific literacy practices.
	in mythology, and analyze how those words and phrases shape meaning.	analyze the impact of a specific word choice on meaning and tone.	rhymes and other repetitions of sounds on a passage.	9	Apply high level cognitive processe to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.6.6			Dovelop a literacy identity that are
		orehension Purple (bold) = Analysis		10	Develop a literacy identity that pro motes lifelong learning.
			text, including figurative and connota-		
	L tive meanings, analyze the imn	act of a specific WORD CHOICE on	meaning and TONE.		

	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
P	<b>5.</b> Students will analyze the strutions of the text relate to each c		ic sentences, paragraphs, and larger por-		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RL.5.5	RL.6.5	RL.7.5		communicates a message.
	Analyze and explain the over- all structure of poems, stories and dramas in two or more	Analyze how a particular sen- tence, paragraph, chapter, sce- ne or stanza fits into the overall	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	2	Employ, develop and refine schema to understand and create text.
	texts including but not limited to linear, nonlinear, and circu- lar structures.	structure of a text and contrib- utes to the development of the theme, setting or plot.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	MULTIDIIMENSIONALITY - RL.6.	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		lopment of the THEME, SETTING O	stanza fits into the overall structure of a R PLOT.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		G PRINCIPLE ROR READING LITE		6	Collaborate with others to create new meaning.
	6. Students win analyze now pol	PROGRESSION	se shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	<b>RL.5.6</b> Describe how a narrator's or speaker's perspective influ-	<b>RL.6.6</b> Explain how an author develops the perspective of the narrator	<b>RL.7.6</b> Analyze how an author develops and contrasts the perspective of different	8	Engage in specialized, discipline- specific literacy practices.
	ences how events are de- scribed.	or speaker in a text.	characters or narrators in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RL.6.0 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	Explain how an author develop	s the PERSPECTIVE of the narrator	or speaker in a text.		HOME

#### **GUIDING PRINCIPLE ROR READING LITERATURE**

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

		PROGRESSION		1	Recognize that text is anything that
	RL.5.7	RL.6.7	RL.7.7		communicates a message.
	Analyze how visual and multi- media elements contribute to the meaning or tone of non-	Compare/contrast reading a print text and viewing its visu- al/oral presentation.	Compare/contrast reading a print text and viewing its visual/oral presenta- tion, analyzing the effects of tech-	2	Employ, develop and refine schema to understand and create text.
	print texts.		niques unique to each medium.	3	View literacy experiences as transac- tional, interdisciplinary and trans- formational.
		MULTIDIMENSIONALITY - RL.6.	7	4	Utilize receptive and expressive lan- guage arts to better understand self,
		prehension Purple (bold) = Analysis			others and the world.
]]		RINT TEXT and viewing its VISUAL/C		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		G PRINCIPLE ROR READING LITI		6	Collaborate with others to create new meaning.
	<b>8.</b> Students will delineate and evalidity, reasoning, relevance ar		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and
		PROGRESSION			share with others.
	<b>RL.5.8</b> (Not applicable to literature)	<b>RL.6.8</b> (Not applicable to literature)	<b>RL.7.8</b> (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.6.	8		Develop a literacy identity that are
7	Green (italic) = Comp (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
┚					HOME

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.

P

		PROGRESSION		1	Recognize th
	RL.5.9	RL.6.9	RL.7.9	-	communicat
	Compare/contrast stories in the same genre on their ap- proaches to similar themes and topics.	Compare/contrast how various forms or genres of texts ap- proach a similar theme or topic.	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	2	Employ, dev to understa
			authors use history.		View literacy
		MULTIDIIMENSIONALITY - RL.6.		3	tional, intero mational.
]		orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize recep guage arts to others and t
	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Apply strate
9	<b>10.</b> Students will read, compreh	end and analyze complex literary te	exts independently and proficiently.	5	scaffolding a to approach
		PROGRESSION			Collaborate
	RL.5.10	RL.6.10	RL.7.10	6	new meanin
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz-	7	Utilize digita share with o
	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade	summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level	ing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and	8	Engage in sp specific liter
	<ul> <li>level appropriate, complex literary texts independently and proficiently.</li> </ul>	appropriate, complex literary texts independently and profi- ciently.	proficiently.	9	Apply high le to think dee
		MULTIDIMENSIONALITY - RL.6.1	0		text.
7	By the end of the year, <b>flexibly u</b> ualizing, inferencing, summarizi	ng, synthesizing, using prior knowle	<b>tegies</b> (i.e., questioning, monitoring, vis- dge, determining importance) <b>to read,</b>	10	Develop a lit motes lifelo
	comprehend and analyze GRADI ciently.	E-LEVEL APPROPRIATE, COMPLEX LI	TERARY TEXTS independently and profi-		НО

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 transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage 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 pro- motes lifelong learning.
	HOME

	Reading Standards for Informational Text - Grade 6		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.6.1</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.6.2</u>	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	2	Employ, develop and refine schema to understand and create text.
<u>RI.6.3</u>	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.6.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4	guage arts to better understand self, others and the world.
	the and technical meanings, analyze the impact of a specific word choice of meaning and tone.		Apply strategic practices, with
<u>RI.6.5</u>	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.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RI.6.6</u>	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.6.7</u>	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	7	Utilize digital resources to learn and share with others.
<u>RI.6.8</u>	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are sup- ported by reasons and evidence from unsupported claims.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.6.9</u>	Compare/contrast how two or more authors present similar events.	9	Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.6.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in-	10	Develop a literacy identity that pro- motes lifelong learning.
	dependently and proficiently.		HOME

<b>1.</b> Students will read closely to c	INCIPLE FOR READING INFORMA determine what the text says explic to support conclusions drawn from	itly and to make logical inferences from		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that communicates a message.
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when draw-	<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.
ing inferences from the text.	drawn from the text.	drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
Green (italic) = Comp		1 MAROON (CAPS) = CONTENT <i>explicitly</i> as well as <b>inferences drawn</b>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
from the text.	INCIPLE FOR READING INFORMA		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2. Students will determine cent	ral ideas of a text and analyze their	development; cite specific textual evi- pport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
RI.5.2	PROGRESSION RI.6.2	RI.7.2	7	Utilize digital resources to learn and share with others.
Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit	Analyze how the central ideas are reflected in a text by citing particular details and/or provid-	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing	8	Engage in specialized, discipline- specific literacy practices.
evidence to support thinking.	ing an objective summary.	or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.6.2 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
objective summary.	are reflected in the text by <i>citing</i>	g particular details and/or providing an		HOME

#### **GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT**



**3.** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Interdis	ciplinary
Literacy	Practices

	PROGRESSION		1	Recognize that text is anything that
RI.5.3	RI.6.3	RI.7.3	-	communicates a message.
Explain the relationships or interactions between individu- als, events, ideas or concepts in a historical, scientific, or	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between indi- viduals, events and ideas over the course of a text.	2	Employ, develop and refine schem to understand and create text.
technical text based on specific information over the course of a text.			3	View literacy experiences as transa tional, interdisciplinary and transfe mational.
	MULTIDIMENSIONALITY - RI.6.3			Utilize receptive and expressive la
	rehension Purple (bold) = Analysis		4	guage arts to better understand se others and the world.
Analyze in detail how an author	develops a KEY INDIVIDUAL, EVEN	T, OR IDEA over the course of a text.	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
GUIDING PRI	NCIPLE FOR READING INFORM	ATIONAL TEXT		Collaborate with others to create
4. Students will interpret words a	and phrases as they are used in a to		6	
	, and analyze how specific word ch	ext, including determining technical, con- loices shape meaning or tone.	6	new meaning.
	, and analyze how specific word ch		7	
RI.5.4 Determine the meaning of general academic and domain- specific words or phrases in a	, and analyze how specific word ch PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figura-	RI.7.4 RI.7.4 Determine the meaning of words and phrases as they are used in a text, in- cluding figurative, connotative and		Utilize digital resources to learn ar
notative and figurative meanings <b>RI.5.4</b> Determine the meaning of general academic and domain-	, and analyze how specific word ch PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are	RI.7.4 Determine the meaning of words and phrases as they are used in a text, in-	7	Utilize digital resources to learn ar share with others. Engage in specialized, discipline-
RI.5.4 Determine the meaning of general academic and domain- specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	, and analyze how specific word ch PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical meanings; analyze the impact of a specific word choice on	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.	7 8 9	Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processo to think deeply and critically about text.
RI.5.4 RI.5.4 Determine the meaning of general academic and domain- specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning. Green (italic) = Compu	And analyze how specific word check PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. MULTIDIMENSIONALITY RI.6.4 rehension Purple (bold) = Analysis	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.	7 8	Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive process to think deeply and critically about



**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.

		1	Recognize that text is anything that		
	RI.5.5	RI.6.5	RI.7.5		communicates a message.
	Compare/contrast the overall structure of events, ideas, concepts or information in	Analyze how a particular sen- tence, paragraph, chapter or section fits into the overall	Analyze the structure an author uses to organize a text, including how the different sections contribute to the	2	Employ, develop and refine schema to understand and create text.
	two or more texts.	structure of a text and contrib- utes to the development of the ideas.	whole and to the development of the ideas.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.6.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
đ	Analyze how a particular sente and contributes to the develop		fits into the overall structure of a text	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Collaborate with others to create new meaning.
	6. Students will analyze how point of view, perspective and purpose shape the content and style of a text. PROGRESSION			7	Utilize digital resources to learn and share with others.
	RI.5.6	RI.6.6	RI.7.6		Engage in specialized, discipline- specific literacy practices.
	Analyze multiple accounts of the same event or topic,	Determine an author's perspec- tive and purpose in a text, and	Determine an author's perspective and purpose in a text, and analyze	8	
	noting important similarities and differences in the per- spective they represent.	explain how it is conveyed in a text.	how the author distinguishes his or her position from that of others.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.6.0 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Determine an author's PERSPECTIVE and PURPOSE in a text and explain how it is conveyed in a text.				HOME

	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
2	<b>7.</b> Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			Literacy Practices	
	PROGRESSION			1	Recognize that text is anything that
	RI.5.7	RI.6.7	RI.7.7		communicates a message.
	Analyze information from multiple print and non-print formats, demonstrating the	Integrate information present- ed in print and non-print for- mats to develop a coherent	Compare/contrast a print to a non- print version of a text, analyzing each media's portrayal of the subject and its	2	Employ, develop and refine schema to understand and create text.
	ability to locate an answer to a question quickly or to solve a problem efficiently.	understanding of a topic or is- sue.	impact on the audience.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.6.7         Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT         Integrate information presented in PRINT AND NON-PRINT FORMATS to develop a coherent understanding of a topic or issue.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Ľ				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT         8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the			6	Collaborate with others to create new meaning.
-	validity, reasoning, relevance ar			7	Utilize digital resources to learn and share with others.
	RI.5.8	PROGRESSION RI.6.8	RI.7.8		
	Explain how an author uses reasons and evidence to sup- port particular claims in a	Identify and evaluate the argu- ment and specific claims in a text, distinguishing claims that	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.
•	text, identifying which rea- sons and evidence support which claim(s).	are supported by reasons and evidence from unsupported claims.	the evidence is relevant and sufficient to support the claims.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.6. prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	Identify and evaluate the ARGUMENT and specific CLAIMS in a text, distinguishing CLAIMS that are supported by REASONS and EVIDENCE from unsupported CLAIMS.				HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					Interdisciplinary
	9. Students will analyze how two or more texts address similar themes or topics in order to build				iteracy Practices
	knowledge or to compare the approaches the authors take.				
	PROGRESSION			1	Recognize that text is anything that
	RI.5.9	RI.6.9	RI.7.9	1	communicates a message.
	Integrate information from sev- eral texts on the same theme or topic.	Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic pre- sent key information by emphasiz- ing different evidence or advancing	2	Employ, develop and refine schema to understand and create text.
			different interpretations of facts.	2	View literacy experiences as transac-
	Γ	MULTIDIMENSIONALITY - RI.6.9		3	tional, interdisciplinary and transfor- mational.
	Green (italic) = Compr	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
_₽	Compare/contrast how TWO OR	MORE AUTHORS present SIMILAR EV	/ENTS.	4	guage arts to better understand self,
					others and the world.
	GUIDING PRIN	NCIPLE FOR READING INFORMATI	IONAL TEXT		Apply strategic practices, with
	<b>10.</b> Students will read, compreher	nd and analyze complex information	al texts independently and proficient-	5	scaffolding and then independently,
	lý.				to approach new literacy tasks.
_		PROGRESSION			Collaborate with others to create new meaning.
	RI.5.10	RI.6.10	RI.7.10	6	
	use a variety of comprehension	ies (i.e., questioning, strategies (i.e., questioning, gies (i.e., questioning, monitoring,			
	strategies (i.e., questioning, monitoring, visualizing, infer-	strategies (i.e., questioning, monitoring, visualizing, inferenc-	gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.
		strategies (i.e., questioning,	gies (i.e., questioning, monitoring,	7 8	-
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze grade -level appropriate, complex in- formational texts independently and proficiently.	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor- mational texts independently and proficiently.	gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,		share with others. Engage in specialized, discipline-
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze grade -level appropriate, complex in- formational texts independently and proficiently.	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor- mational texts independently and proficiently.	gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze grade -level appropriate, complex in- formational texts independently and proficiently. <i>Green (italic) = Compre-</i> By the end of the year, <b>flexibly us</b>	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor- mational texts independently and proficiently. IULTIDIMENSIONALITY - RI.6.10 ehension Purple (bold) = Analysis M.	gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

#### Text Types and Purposes

	Compose arguments to support claims with clear reasons and relevant evidence.	1				
<u>C.6.1</u>	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate 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.	3				
	d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.					
	e. Establish and maintain a formal style.	4				
	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.	5				
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and infor- mation through the selection, organization, and analysis of relevant content.					
	a. Produce clear and coherent writing in which the development, organization, and style are appropri- ate to task, purpose and audience.	6				
	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 for- matting, graphics and multimedia when useful to aiding comprehension.	7				
C.6.2	<ul> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li> </ul>	8				
<u></u>	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.	9				
	f. Establish and maintain a formal style.					
	g. Provide a concluding statement or section that follows from the information or explanation present ed.					
	<ul> <li>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 ad- dressed.</li> </ul>					

	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 transac- tional, interdisciplinary and transfor- mational.
	4	Utilize receptive and expressive lan- guage 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 pro- motes lifelong learning.
		HOME

#### **Composition - Grade 6**

<u>C.6.3</u>

<u>C.6.4</u>

<u>C.6.5</u>

<u>C.6.6</u>

<u>C.6.7</u>

Interdis	ciplinary
Literacy	Practices

Text Types and Purposes		Recognize that text is anything that
Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, us-		communicates a message.
ing effective technique, relevant descriptive details and well-structured event sequences.		Employ, develop and refine schema
a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	2	to understand and create text.
b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.		mational. Utilize receptive and expressive lan-
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	guage arts to better understand self, others and the world.
e. Use precise words and phrases, relevant descriptive details and sensory language to convey experi- ences and events.	5	Apply strategic practices, with scaffolding and then independently,
f. Provide a conclusion that follows from the narrated experiences or events.		to approach new literacy tasks.
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
Production and Distribution		Utilize digital resources to learn and
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	share with others.
Research to Build and Present Knowledge	•	Engage in specialized, discipline-
Conduct short research projects to answer a question, drawing on several sources.	8	specific literacy practices.
conduct short research projects to answer a question, drawing on several sources.		Apply high level cognitive processes
Gather relevant information from multiple print and digital sources; assess the credibility of each	9	to think deeply and critically about
source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoid-		text.
ing plagiarism by providing in-text and bibliographic MLA or APA citation.		
Range of Writing	10	Develop a literacy identity that pro- motes lifelong learning.
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

#### **GUIDING PRINCIPLE FOR COMPOSITION**



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

Interdis	ciplinary
Literacy	Practices

				Recognize that text is anything that
	PROGRESSION		1	communicates a message.
C.5.1	C.6.1	C.7.1		
Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the	Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and rele- vant evidence.	2	Employ, develop and refine schema to understand and create text.
writer's perspective with rea- sons and information. (NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re- sources.)	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
resources.) a. Produce clear and coherent writing in which the devel-	a. Produce clear and coherent writing in which the develop-	a. Produce clear and coherent writing in which the develop-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
opment and organization are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, pur- pose and audience.	ment, organization and style are appropriate to task, pur- pose and audience.	6	Collaborate with others to create new meaning.
<ul> <li>Introduce a topic or text clearly, state an opinion and create an organization-</li> </ul>	<ul> <li>Introduce claim(s), and or- ganize the reasons and evi- dence clearly.</li> </ul>	<ul> <li>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and</li> </ul>	7	Utilize digital resources to learn and share with others.
al structure in which ideas are logically grouped to support the writer's pur- pose.		organize the reasons and evi- dence logically.	8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>Provide logically ordered reasons that are supported by facts and details.</li> </ul>	<ul> <li>Support claim(s) with clear reasons and relevant evi- dence, using credible sources, acknowledging op-</li> </ul>	<ul> <li>Support claim(s) with logical reasoning and relevant evi- dence, using accurate, credible sources and demonstrating an</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	posing claims and demon- strating an understanding of the topic or text.	understanding of the topic or text.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

		PROGRESSION				Interdisciplinary
C.5.:	L	C.6.1		C.7.1		Literacy Practices
d. Use grade-ap transitions.	propriate d.	Use words, phrases and clauses to clarify the relation- ships among claim(s) and reasons.	d.	Use transitions to create cohe- sion and clarify the relationships among claims.	1	Recognize that text is anything that communicates a message.
	e.	Establish and maintain a for-	e.	Establish and maintain a task ap-	2	Employ, develop and refine schema to understand and create text.
		mal style.		propriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e. Provide a cor section.	ncluding f.	Provide a concluding state- ment or section that follows from the argument present-	f.	Provide a concluding statement or section that supports the argu- ment presented.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
-	ed. With guidance and sup- port from peers and adults, develop and strengthen writing as editing, rewriting, or trying a writing or trying a new approach,	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
adults, devel strengthen w		6	Collaborate with others to create new meaning.			
needed by pl vising, editin or trying a ne	g, rewriting	new approach.		focusing on how well purpose and audience have been ad- dressed.	7	Utilize digital resources to learn and share with others.
proach.					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 pro- motes lifelong learning.
						HOME

#### **MULTIDIMENSIONALITY - C.6.1**

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

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, acknowledge opposing claims and demonstrating an understanding of the topic or text.
- d. Use words, phrases 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.

	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 transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage 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.

motes lifelong learning.

9

10

text.

Apply high level cognitive processes

to think deeply and critically about

Develop a literacy identity that pro-

#### **GUIDING PRINCIPLE FOR COMPOSITION**

9

**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.

	PROGRESSION		1	Recognize that text is anything that communicates a message.
C.5.2	C.6.2	C.7.2		
Compose informative and/or explanatory texts, using	Compose informative and/or ex- planatory texts to examine a top-	Compose informative and/or explana- tory texts to examine a topic and con-	2	Employ, develop and refine schema to understand and create text.
writing and digital resources, to examine a topic and con- vey ideas and information clearly.	ic and convey ideas, concepts and information through the se- lection, organization, and analy- sis of relevant content.	vey ideas, concepts and information through the selection, organization and analysis of relevant content.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must have the opportunity throughout the year to utilize digital re-	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the op- portunity throughout the year to uti- lize digital resources, but not <u>every</u> writing experience must utilize those	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
sources, but not <u>every</u> writing experience must uti- lize those digital resources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>a. Produce clear and coher- ent writing in which the development and organ-</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the develop- ment, organization, and style</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the development, organization, and style are appro-</li> </ul>	6	Collaborate with others to create new meaning.
ization are appropriate to task, purpose, and audience.	are appropriate to task, pur- pose, and audience.	priate to task, purpose, and audi- ence.	7	Utilize digital resources to learn and share with others.
<ul> <li>b. Introduce a topic clearly, provide a general obser-</li> </ul>	<ul> <li>b. Introduce a topic; previewing what is to follow; organize</li> </ul>	<ul> <li>b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition,</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
vation and focus, and group related infor- mation logically; include formatting, illustrations, and multimedia when	ideas, concepts, and infor- mation, using strategies such as definition, classification, comparison/contrast and cause/effect; include for-	classification, comparison/ contrast and cause/effect; include formatting, graphics, and multi- media when useful to aiding com-	9	Apply high level cognitive processes to think deeply and critically about text.
useful to aiding compre- hension.	matting, graphics, and multi- media when useful to aiding comprehension.	prehension.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	Interdisciplinary		
C.5.2	C.6.2	C.7.2	Literacy Practices
c. Develop the topic with facts, definitions, concret details, quotations, or oth information and example	er crete details, quotations, or other information and exam-	vant facts, definitions, con- crete details, quotations or other information and exam-	1     Recognize that text is anything that communicates a message.
related to the topic. d. Use grade-appropriate co	ples. - d. Use appropriate transitions to d.	ples. Use appropriate transitions to	2 Employ, develop and refine schema to understand and create text.
junctions to develop text structure within sentence	clarify the relationships	create cohesion and clarify the relationships among ideas and concepts.	<ul> <li>View literacy experiences as transactional, interdisciplinary and transformational.</li> </ul>
e. Use grade-appropriate tra sitions to develop text structure across para-	main-specific vocabulary to inform about or explain the	Use precise language and do- main-specific vocabulary to inform about or explain the topic.	<ul><li>Utilize receptive and expressive lan-</li><li>guage arts to better understand self,</li><li>others and the world.</li></ul>
graphs. f. Use precise language and domain-specific vocabula	f. Establish and maintain a for- mal style.	' Establish and maintain a for- mal style.	<b>5</b> Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
to inform about or explain the topic.			6 Collaborate with others to create new meaning.
g. Provide a concluding sec- tion.	g. Provide a concluding state- ment or section that follows from the information or expla-	Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre-	<b>7</b> Utilize digital resources to learn and share with others.
h. With guidance and suppo	nation presented. t h. With some guidance, develop	sented.	8 Engage in specialized, discipline- specific literacy practices.
from peers and adults, de velop and strengthen writing as needed by plan ning, revising, editing, re-	and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on	<b>9</b> Apply high level cognitive processes to think deeply and critically about text.
writing or trying a new ap proach.	how well purpose and audi- ence have been addressed.	how well purpose and audi- ence have been addressed.	<b>10</b> Develop a literacy identity that pro- motes lifelong learning.
			HOME

#### **MULTIDIMENSIONALITY - C.6.2**

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

**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.** 

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- 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.

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 transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage 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 pro- motes lifelong learning.			
HOME				

#### **GUIDING PRINCIPLE FOR COMPOSITION**

P

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

### Interdisciplinary **Literacy Practices**

•	technique, well-chosen details an	d well-structured event sequences.			Recognize that text is anything that
		PROGRESSION		1	communicates a message.
	<b>C.5.3</b> Compose narratives, using writing and digital resources, to	<b>C.6.3</b> Compose narratives to develop real or imagined experiences or	<b>C.7.3</b> Compose narratives to develop real or imagined experiences or	2	Employ, develop and refine schema to understand and create text.
	develop real or imagined expe- riences or multiple events or ideas, using effective tech- nique, descriptive details and	multiple events, memories or ide- as, using effective technique, rele- vant descriptive details and well- structured event sequences.	multiple events, memories or ide- as, using effective technique, rel- evant descriptive details and well- structured event sequences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	clear sequences. (NOTE: Students must have the	(NOTE: Students must have the opportunity throughout the year	(NOTE: Students must have the opportunity throughout the year	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re- sources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	resources.) a. Produce clear and coherent	a. Produce clear and coherent	a. Produce clear and coherent	6	Collaborate with others to create new meaning.
	writing in which the devel- opment and organization are appropriate to task,	writing in which the develop- ment, organization and style are appropriate to task, pur-	writing in which the develop- ment, organization and style are appropriate to task, pur-	7	Utilize digital resources to learn and share with others.
	purpose and audience. b. Orient the reader by estab-	pose and audience. b. Engage the reader by estab-	pose and audience. b. Engage the reader by estab-	8	Engage in specialized, discipline- specific literacy practices.
	lishing a situation and in- troducing a narrator and/or characters; organize an event sequence that re-	lishing a context and introduc- ing a narrator and/or charac- ters; organize an event se- quence that unfolds naturally	lishing a context and point of view and introducing a narra- tor and/or characters; organ- ize an event sequence that unfolds naturally and logical-	9	Apply high level cognitive processes to think deeply and critically about text.
	flects linear, non-linear or circular structure.	and logically.	ly.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

C.5.3C.6.3C.7.3C. Use narrative techniques, such as dialogue, descrip- tion and pacing, to develop experiences and events or show the responses of characters to situations.C. Use narrative techniques, such as dialogue, pacing and description, to develop, expe- riences, events and/or charac- ters.C. Use narrative techniques, such as dialogue, pacing, and de- scription, to develop experi- ences, events and/or charac- ters.C. Use narrative techniques, such as dialogue, pacing, and de- scription, to develop experi- ences, events and/or charac- ters.C. Use narrative techniques, as dialogue, pacing, and de- scription, to develop experi- ences, events and/or charac- ters.Interdisciplinary Literacy Practicesd. Use a variety of conjunc- tions and transitional words, phrases and clauses to manage the sequenced. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an- other.d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an- other.d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.3View literacy experiences as tional, interdisciplinary and t mational.	S ng that schema xt. transac- transfor- sive lan-
<ul> <li>such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence</li> </ul>	ng that schema xt. transac- transfor- sive lan-
<ul> <li>characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence</li> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-</li> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-</li> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-</li> </ul>	xt. transac- transfor- sive lan-
d. Use a variety of conjunc- tions and transitional words, phrases and clauses to manage the sequencewords to convey sequence and signal shifts from one time frame or setting to an-words to convey sequence and signal shifts from one time frame or setting to another.3tional, interdisciplinary and to mational.Utilize receptive and express	transfor- sive lan-
to manage the sequence time frame or setting to an- frame or setting to another. Utilize receptive and express	
of events. Other. <b>4</b> guage arts to better understate others and the world.	- ,
e. Use concrete words and phrases and sensory de- tails to convey experiences details and sensory language to capture the action details and sensory language t	ndently,
and events precisely. events. to convey experiences and events. to convey experiences and events. events. <b>6</b> Collaborate with others to cr new meaning.	reate
f. Provide a conclusion that fol- follows the narrated expe- riences or events.	arn and
riences or events. riences or events. narrated experiences or events. <b>8</b> Engage in specialized, discipling specific literacy practices.	line-
g. With guidance and support from peers and adults, de- velop and strengtheng. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting as needed by plan-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-g. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and strengtheng. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and stre	
ning, revising, editing, re- writing or trying a new ap- proach. Develop a literacy identity the motes lifelong learning.	iat pro-
HOME	

#### **MULTIDIMENSIONALITY - C.6.3**

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

**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 the 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.

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 transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage 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 pro- motes lifelong learning.				
HOME					

#### **GUIDING PRINCIPLE FOR COMPOSITION**

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

		PROGRESSION			Recognize that text is anything that
	C.5.4	C.6.4	C.7.4	1	communicates a message.
	With limited guidance and sup- port from adults, use digital re- sources to create and publish	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to inter- act and collaborate with others; cite	2	Employ, develop and refine schema to understand and create text.
	products as well as to interact and collaborate with others.	others; cite sources using MLA or APA format.	sources using MLA or APA format.	3	View literacy experiences as transac tional, interdisciplinary and transfor mational.
	Use DIGITAL RESOURCES to crea		MAROON (CAPS) = CONTENT interact and collaborate with others;	4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
F	cite sources using MLA or APA fo	DING PRINCIPLE FOR COMPOSITIC		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	5. Students will conduct short a	s well as more sustained research pro		6	Collaborate with others to create new meaning.
	C.5.5	PROGRESSION C.6.5	C.7.5	7	Utilize digital resources to learn and share with others.
	Conduct short research pro- jects that use several sources to build knowledge through	Conduct short research projects to answer a question, drawing on	Conduct short research projects to answer a question, drawing on sev-	8	Engage in specialized, discipline-
		several sources.	eral sources and generating addi-	Ū	specific literacy practices.
	investigation of different aspects of a topic.	several sources.	eral sources and generating addi- tional related, focused questions for further research and investigation.	9	
	investigation of different as- pects of a topic. Green (italic) = Comp	MULTIDIMENSIONALITY - C.6.5	tional related, focused questions for further research and investigation.		Apply high level cognitive processes to think deeply and critically about

#### **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.

	PROGRESSION				Recognize that text is anything that
	C.5.6	C.6.6	C.7.6		communicates a message.
_	Summarize relevant infor- mation from experiences or gather relevant information	Gather relevant information from multiple print and digital sources; assess the credibility of each	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schema to understand and create text.
	from multiple print and digital sources; summarize or para- phrase applicable information in notes and finished work,	source; and, in order to reflect or interpret, quote or paraphrase da- ta and conclusions of others, avoid- ing plagiarism by providing in-text	sess the credibility and accuracy of each source; and, in order to en- gage in reflection or analysis, quote or paraphrase data and con-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	and provide a list of sources.	and bibliographic MLA or APA cita- tion.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.6.6			Apply strategic practices, with
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple print and digital sources; assess the credibility of each source;			5	scaffolding and then independently, to approach new literacy tasks.
<b>and, in order to reflect or interpret</b> , QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS, avoid- ing plagiarism by providing in-text and bibliographic MLA or APA citation.			6	Collaborate with others to create new meaning.	
	GUIDING PRINCIPLE				
P	<b>7.</b> Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.			7	Utilize digital resources to learn and share with others.
		PROGRESSION			Engage in specialized, discipline-
_	C.5.7	C.6.7	C.7.7	8	specific literacy practices.
	extended time frames and shorter time frames for a	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, pur- poses and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.6.7				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
	Compose routinely over extend and audiences.	led time frames and shorter time fram	es for a variety of tasks, purposes		HOME

	Language – Grade 6		Interdisciplinary Literacy Practices
	Conventions of Standard English	1	Recognize that text is anything that
	In both written and oral expression:	1	communicates a message.
<u>L.6.1</u>	<ul> <li>a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.</li> <li>b. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>c. Recognize variations from standard English and implement strategies to improve expression in conventional language.</li> </ul>		Employ, develop and refine schema to understand and create text.
			View literacy experiences as transac- tional, interdisciplinary and transfor-
	When writing:		mational.
<u>L.6.2</u>	<ul><li>a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestric- tive/parenthetical elements.</li><li>b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</li></ul>		Utilize receptive and expressive lan- guage arts to better understand self,
			others and the world.
	Knowledge of LanguageUse knowledge of language and its conventions when writing, speaking, reading or listening.6.3a. Vary sentence patterns for meaning, reader/listener interest and style.		Apply strategic practices, with
<u>L.6.3</u>			scaffolding and then independently, to approach new literacy tasks.
	Aaintain consistency in style and tone.	6	Collaborate with others to create
	Vocabulary Acquisition and Use		new meaning.
	Determine or 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.		Utilize digital resources to learn and share with others.
<u>L.6.4</u>	<ul> <li>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.</li> <li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
	<ul> <li>precise meaning of key words and phrases.</li> <li>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.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.6.5</u>	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	<ul><li>b. Use the relationship between particular words to better understand each of the words.</li><li>c. Distinguish among the connotations of words with similar denotations.</li></ul>		HOME



**1.** Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

		_	Recognize that text is anything that		
	L.5.1	L.6.1	L.7.1	1	communicates a message.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	In both written and oral expres- sion:	In both written and oral expres- sion:	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>Explain the function of con- junctions, prepositions, and interjections in a grade-level</li> </ul>	<ul> <li>Recognize vague pronouns and correct pronoun errors, includ- ing but not limited to subjec-</li> </ul>	errors, includ- d to subjec- ossessive and ns.rectly placed clauses and phrases.b.Demonstrate appropriate use of simple, compound, complex and compound- complex sentences to signal differing relationships among ideas.ons from and imple- o improveImplement to the sentence in the sentence is the sentence in the sentence is	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul><li>b. Use the perfect verb tenses.</li></ul>	tive, objective, possessive and intensive pronouns.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>C. Use verb tense to convey var- ious times, sequences, states, and conditions.</li> </ul>	<ul> <li>b. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>c. Recognize variations from standard English and implementations</li> </ul>		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	d. Produce complete sentences recognizing and correcting			6	Collaborate with others to create new meaning.
	inappropriate shifts in verb tense.			7	Utilize digital resources to learn and share with others.
	e. Use correlative conjunctions.	ULTIDIMENSIONALITY - L.6.1		8	Engage in specialized, discipline- specific literacy practices.
7	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT In both written and oral expression:				Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>a. <i>Recognize vague pronouns</i> and <i>correct pronoun errors</i>, including but not limited to SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS.</li> <li>b. <i>Recognize and correct inappropriate shifts in</i> PRONOUN <i>number and person</i>.</li> <li>c. <i>Recognize</i> VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in con-</li> </ul>			10	Develop a literacy identity that pro- motes lifelong learning.
	c. Recognize VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in con- ventional language.				HOME

**2.** Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

2

		PROGRESSION			Recognize that text is anything that
	L.5.2	L.6.2	L.7.2	1	communicates a message.
	<ul><li>When writing:</li><li>a. Use punctuation to separate items in a series.</li></ul>	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of punctuation (commas, pa-</li> </ul>	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of a comma to separate</li></ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> </ul>	rentheses, dashes) to set off nonrestrictive/parenthetical elements.	coordinate adjectives. b. Demonstrate appropriate	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>c. Use a comma to set off the words yes and no, to set off</li> </ul>	<ul> <li>Demonstrate appropriate use of strategies to identify and correct spelling errors.</li> </ul>	use of strategies and re- sources (print and electron- ic) to identify and correct spelling errors.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
~	a tag question from the rest of the sentence and to indi- cate direct address.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	d. Use underlining, quotation marks or italics to indicate titles of works.			6	Collaborate with others to create new meaning.
	e. Use strategies and resources (print and electronic) to			7	Utilize digital resources to learn and share with others.
	identify and correct spelling errors.			8	Engage in specialized, discipline- specific literacy practices.
<b>_</b> ]	M Green (italic) = Comprese When writing:	ULTIDIMENSIONALITY - L.6.2 hension Purple (bold) = Analysis MAR	OON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
	a. Demonstrate appropriate use of STRICTIVE/PARENTHETICAL ELEN	PUNCTUATION (COMMAS, PARENTHES MENTS. strategies to identify and correct spellin		10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



**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.

	PROGRESSION			1	Recognize that text is anything that
	L.5.3	L.6.3	L.7.3	-	communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speak- ing, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Expand, combine, and re-	a. Vary sentence patterns for	a. Choose language that express-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
•	duce sentences for meaning, reader/listener interest and style.	meaning, reader/listener interest and style.	es ideas precisely and concise- ly, recognizing and eliminating wordiness and redundancy.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>b. Compare and contrast the varieties of English (e.g., dia-</li> </ul>	<ul> <li>Maintain consistency in style and tone.</li> </ul>		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	lects, registers, slang) used in stories, dramas or poems.			6	Collaborate with others to create new meaning.
	MULTIDIMENSIONALITY - L.6.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			7	Utilize digital resources to learn and share with others.
	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.			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 pro- motes lifelong learning.
					HOME

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.

2

	order to be transition ready.	1	Recognize that text is anything that		
			communicates a message.		
	<b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-	<b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-	<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
	meaning words and phrases based on grade 5 reading and content, choosing flexibly from an	meaning words and phrases based on grade 6 reading and content, choosing flexibly from an	words and phrases based on grade 7 reading and content, choosing flexi- bly from an array of strategies.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	array of strategies.	array of strategies.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>Use context (e.g., cause/ effect relationships and com- parisons in text) as a clue to the meaning of a word or</li> </ul>	<ul> <li>a. Use context (e.g., the overall meaning of a sentence or par- agraph; a word's position or function in a sentence) as a</li> </ul>	<ul> <li>Use context (e.g., the overall meaning of a sentence or para- graph; a word's position or func- tion in a sentence) as a clue to</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
1	phrase.	clue to the meaning of a word or phrase.	the meaning of a word or phrase.	6	Collaborate with others to create new meaning.
	<ul> <li>b. Use common affixes and roots as clues to the meaning</li> </ul>	<ul> <li>b. Use Greek and Latin affixes and roots as clues to the</li> </ul>	<ul> <li>Use Greek and Latin affixes and roots as clues to the meaning of</li> </ul>	7	Utilize digital resources to learn and share with others.
	of a word.	meaning of a word.	a word. c. Consult print and digital refer- ence materials to find the pro- nunciation and determine or clariy the precise meaning of key words and phrases.	8	Engage in specialized, discipline- specific literacy practices.
C	erence materials to find the ence materials to find the pronunciation and determine pronunc or clarify the precise meaning or clarify	<ul> <li>Consult print and digital refer- ence materials to find the pronunciation and determine or clarify the precise meaning</li> </ul>		9	Apply high level cognitive processes to think deeply and critically about text.
		of key words and phrases.		10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

			Interdisciplinary		
	L.5.4	L.6.4	L.7.4		
	d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition and other logical relationships.	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.	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 compre- hension or expression.	1	<b>Literacy Practices</b> 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 transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	MULTIDIMENSIONALITY - L.6.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or 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.			6	Collaborate with others to create new meaning.
	<ul> <li>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.</li> <li>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</li> </ul>			7	Utilize digital resources to learn and share with others.
	<ul> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the pre- cise meaning of key words and phrases.</li> </ul>			8	Engage in specialized, discipline- specific literacy practices.
	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.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

**5.** Demonstrate understanding of word relationships and nuances in word meanings.

P

	PROGRESSION				Recognize that text is anything that
	L.5.5	L.6.5	L.7.5	1	communicates a message.
	<ul> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</li> <li>a. Interpret figurative language, including similes and meta- phors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages and proverbs.</li> </ul>	<ul> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>a. Interpret figurative language, including but not limited to personification, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the con-</li> </ul>	<ul> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>a. Interpret figurative language, including but not limited to allusions, in context.</li> <li>b. Use the relationship between particular words to improve understanding.</li> <li>c. Distinguish among the connotations of words with simination.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
				3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	C. Demonstrate understanding of words by relating them to their synonyms and anto- nyms.	notations of words with simi- lar denotations.	ilar denotations.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	M	JLTIDIMENSIONALITY - L.6.5		8	Engage in specialized, discipline- specific literacy practices.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Demonstrate understanding of figurative language, word relationships and nuances in word meanings.			9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>a. Interpret FIGURATIVE LANGUAGE, including but not limited to PERSONIFICATION, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the CONNOTATIONS OF WORDS WITH SIMILAR DENOTATIONS.</li> </ul>			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME