

Reading Standards for Literature - Grade 6

Interdisciplinary Literacy Practices

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.

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.

HOME

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 a 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 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.

GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

	RL.5.1	RL.6.1	RL.7.1
	Quote accurately from a text when explaining what the text says explicitly and when drawing 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.

MULTIDIMENSIONALITY - RL.6.1



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

CITE TEXTUAL EVIDENCE to support **analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

	RL.5.2	RL.6.2	RL.7.2
	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing, or summarizing.

MULTIDIMENSIONALITY - RL.6.2



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

Analyze how the **THEME** is reflected in the text by *citing particular details and/or providing an objective summary.*

GUIDING PRINCIPLE FOR READING LITERATURE



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

PROGRESSION



RL.5.3

Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.

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.

RL.7.3

Analyze how particular elements of a story or drama influence one another.

MULTIDIMENSIONALITY - RL.6.3



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

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.

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION



RL.5.4

Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

RL.6.4

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

RL.7.4







Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.

MULTIDIMENSIONALITY - RL.6.4



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

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.

GUIDING PRINCIPLE ROR READING LITERATURE				Interdisciplinary Literacy Practices	
	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.				
PROGRESSION				1	Recognize that text is anything that communicates a message.
	RL.5.5	RL.6.5	RL.7.5	2	Employ, develop and refine schema to understand and create text.
	Analyze and explain the overall structure of poems, stories and dramas in two or more texts including but not limited to linear, nonlinear, and circular structures.	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.	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	3	View literacy experiences as transactional, interdisciplinary and transformational.
MULTIDIIMENSIONALITY - RL.6.5				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<div>Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</div> <div>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.</div>			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
GUIDING PRINCIPLE ROR READING LITERATURE				7	Utilize digital resources to learn and share with others.
	6. Students will analyze how point of view, perspective, and purpose shape the content and style of a text.			8	Engage in specialized, discipline-specific literacy practices.
PROGRESSION				9	Apply high level cognitive processes to think deeply and critically about text.
	RL.5.6	RL.6.6	RL.7.6	10	Develop a literacy identity that promotes lifelong learning.
	Describe how a narrator’s or speaker’s perspective influences how events are described.	Explain how an author develops the perspective of the narrator or speaker in a text.	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	<div>HOME</div>	
MULTIDIMENSIONALITY - RL.6.6					
	<div>Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</div> <div>Explain how an author develops the PERSPECTIVE of the narrator or speaker in a text.</div>				

GUIDING PRINCIPLE FOR READING LITERATURE



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

PROGRESSION

	RL.5.7	RL.6.7	RL.7.7
	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	Compare/contrast reading a print text and viewing its visual/oral presentation.	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.

MULTIDIMENSIONALITY - RL.6.7

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Compare/contrast *reading a* **PRINT TEXT** and *viewing its* **VISUAL/ORAL PRESENTATION**.

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE



8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

	RL.5.8	RL.6.8	RL.7.8
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.6.8

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
 (Not applicable to literature)

GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION



RL.5.9

Compare/contrast stories in the same genre on their approaches to similar themes and topics.

RL.6.9

Compare/contrast how various forms or genres of texts approach a similar theme or topic.

RL.7.9

Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

MULTIDIMENSIONALITY - RL.6.9



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

Compare/contrast how **VARIOUS FORMS OR GENRES OF TEXTS** *approach a* **SIMILAR THEME OR TOPIC.**

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE



10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

PROGRESSION



RL.5.10

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.

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.

RL.7.10

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.

MULTIDIMENSIONALITY - RL.6.10



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

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.**

Reading Standards for Informational Text - Grade 6

Interdisciplinary Literacy Practices

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](#)

Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.

[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.

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.

HOME


GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

-  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.

PROGRESSION

	RI.5.1	RI.6.1	RI.7.1
	Quote accurately from a text when explaining what the text says explicitly and when drawing 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.

MULTIDIMENSIONALITY - RI.6.1


 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
CITE TEXTUAL EVIDENCE to support analysis of *what the text says explicitly* as well as **inferences drawn** from the text.

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.

HOME


GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

-  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.


PROGRESSION

	RI.5.2	RI.6.2	RI.7.2
	Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence to support thinking.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.


MULTIDIMENSIONALITY - RI.6.2

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Analyze how the CENTRAL IDEAS are reflected in the text by *citing particular details and/or providing an objective summary.*


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.

PROGRESSION

	RI.5.3	RI.6.3	RI.7.3
	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text.	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between individuals, events and ideas over the course of a text.


MULTIDIMENSIONALITY - RI.6.3

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Analyze in detail how an author develops a KEY INDIVIDUAL, EVENT, OR IDEA *over the course of a text.*


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.


GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

 **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.

PROGRESSION

	RI.5.4	RI.6.4	RI.7.4
	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.	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.	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.

MULTIDIMENSIONALITY RI.6.4

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

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION



RI.5.5

Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.

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.7.5

Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.

MULTIDIMENSIONALITY - RI.6.5



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

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**.

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.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION



RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.

RI.6.6

Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.

RI.7.6

Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.


MULTIDIMENSIONALITY - RI.6.6




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

Determine an author's PERSPECTIVE and PURPOSE in a text and **explain how it is conveyed** in a text.


GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

	RI.5.7	RI.6.7	RI.7.7
	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.

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.

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.

HOME


GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

	RI.5.8	RI.6.8	RI.7.8
	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

MULTIDIMENSIONALITY - RI.6.8

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Identify and evaluate the ARGUMENT and specific CLAIMS in a text, distinguishing CLAIMS that are supported by REASONS and EVIDENCE from unsupported CLAIMS.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION

	RI.5.9	RI.6.9	RI.7.9
	Integrate information from several 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 present key information by emphasizing different evidence or advancing different interpretations of facts.

MULTIDIMENSIONALITY - RI.6.9



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

Compare/contrast how **TWO OR MORE AUTHORS** *present* **SIMILAR EVENTS**.

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.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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

PROGRESSION

	RI.5.10	RI.6.10	RI.7.10
	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.	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.	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.

MULTIDIMENSIONALITY - RI.6.10



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

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**.

Composition – Grade 6

Interdisciplinary Literacy Practices

Text Types and Purposes

C.6.1

Compose arguments to support claims with clear reasons and relevant evidence.

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

C.6.2

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.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- 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.

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.

HOME

Composition - Grade 6

Interdisciplinary Literacy Practices

Text Types and Purposes

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.

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

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.

7

Utilize digital resources to learn and share with others.

Research to Build and Present Knowledge

C.6.5

Conduct short research projects to answer a question, drawing on several sources.

8

Engage in specialized, discipline-specific literacy practices.

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.

9

Apply high level cognitive processes to think deeply and critically about text.

Range of Writing

C.6.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

10

Develop a literacy identity that promotes lifelong learning.

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.

PROGRESSION

C.5.1

Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.

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

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.

C.6.1

Compose arguments to support claims with clear reasons and relevant evidence.

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

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Introduce claim(s), and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.

C.7.1

Compose arguments to support claims with clear reasons and relevant evidence.

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

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.5.1	C.6.1	C.7.1		
	d. Use grade-appropriate transitions.	d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	d. Use transitions to create cohesion and clarify the relationships among claims.	1	Recognize that text is anything that communicates a message.
		e. Establish and maintain a formal style.	e. Establish and maintain a task appropriate writing style.	2	Employ, develop and refine schema to understand and create text.
	e. Provide a concluding section.	f. Provide a concluding statement or section that follows from the argument presented.	f. Provide a concluding statement or section that supports the argument presented.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	g. 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.	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.
				HOME	



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*, re-writing 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 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.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

C.5.2

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

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

a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

C.6.2

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 every 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.7.2

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 every 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 clearly; 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.

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.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.5.2	C.6.2	C.7.2		
	c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	1	Recognize that text is anything that communicates a message.
	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use appropriate transitions to clarify the relationships among ideas and concepts.	d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	2	Employ, develop and refine schema to understand and create text.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	f. Establish and maintain a formal style.	f. Establish and maintain a formal style.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	g. Provide a concluding section.	g. Provide a concluding statement or section that follows from the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	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.	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.	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.
				HOME	



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 every 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, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.**

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.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

C.5.3

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

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

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear or circular structure.

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.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every 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. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

C.7.3

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.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every 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. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.5.3	C.6.3	C.7.3		
	c. Use narrative techniques, such as dialogue, description 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, experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.	1	Recognize that text is anything that communicates a message.
	d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	2	Employ, develop and refine schema to understand and create text.
	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	f. Provide a conclusion that follows the narrated experiences or events.	f. Provide a conclusion that follows from the narrated experiences or events.	f. Provide a conclusion that follows from and reflects on the narrated experiences or events.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	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.
				HOME	



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.

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.

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

	C.5.4	C.6.4	C.7.4
	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

MULTIDIMENSIONALITY - C.6.4

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.</p>
--	--

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

	C.5.5	C.6.5	C.7.5
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

MULTIDIMENSIONALITY - C.6.5

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Conduct short RESEARCH projects to answer a question, drawing on several sources.</p>
--	---

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.

HOME

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



C.5.6

Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of 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.

C.7.6

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

MULTIDIMENSIONALITY - C.6.6



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

*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,** avoid-ing plagiarism by providing in-text and bibliographic MLA or APA citation.*

GUIDING PRINCIPLE



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

PROGRESSION



C.5.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

C.6.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

C.7.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.6.7



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

Compose routinely over extended time frames and shorter time frames *for a variety of tasks, purposes and audiences.*

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.

HOME

Language – Grade 6

Interdisciplinary Literacy Practices

Conventions of Standard English

L.6.1

In both written and oral expression:

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

L.6.2

When writing:

- Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 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.

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

Vocabulary Acquisition and Use

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 an array of strategies.

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

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

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

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.

HOME

GUIDING PRINCIPLE FOR LANGUAGE



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

Interdisciplinary Literacy Practices

PROGRESSION

	L.5.1	L.6.1	L.7.1
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	In both written and oral expression:	In both written and oral expression:
	a. Explain the function of conjunctions, prepositions, and interjections in a grade-level text.	a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.	a. Create sentences using correctly placed clauses and phrases.
	b. Use the perfect verb tenses.	b. Recognize and correct inappropriate shifts in pronoun number and person.	b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
	c. Use verb tense to convey various times, sequences, states, and conditions.	c. Recognize variations from standard English and implement strategies to improve expression in conventional language.	
	d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.		
	e. Use correlative conjunctions.		

MULTIDIMENSIONALITY - L.6.1



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

In both written and oral expression:

- Recognize *vague pronouns* and *correct pronoun errors*, including but not limited to **SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS**.
- Recognize and correct inappropriate shifts in **PRONOUN** *number and person*.
- Recognize **VARIATIONS FROM STANDARD ENGLISH** and **implement strategies to improve expression in conventional language**.

- 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.

HOME

GUIDING PRINCIPLE FOR LANGUAGE



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

PROGRESSION

	L.5.2	L.6.2	L.7.2
	When writing:	When writing:	When writing:
	a. Use punctuation to separate items in a series.	a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	a. Demonstrate appropriate use of a comma to separate coordinate adjectives.
	b. Use a comma to separate an introductory element from the rest of the sentence.	b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
	c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.		
	d. Use underlining, quotation marks or italics to indicate titles of works.		
	e. Use strategies and resources (print and electronic) to identify and correct spelling errors.		

MULTIDIMENSIONALITY - L.6.2



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

When writing:

- Demonstrate appropriate use* of **PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/PARENTHETICAL ELEMENTS.**
- Demonstrate appropriate use of strategies to identify and correct spelling errors.*

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.

HOME

GUIDING PRINCIPLE FOR LANGUAGE



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

	L.5.3	L.6.3	L.7.3
	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, speaking, reading or listening.
	<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</p>	<p>a. Vary sentence patterns for meaning, reader/listener interest and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>

MULTIDIMENSIONALITY - L.6.3

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Use knowledge of language and its conventions</i> when writing, speaking, reading or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest and style.</p> <p>b. Maintain consistency in style and tone.</p>
--	--



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.

HOME

GUIDING PRINCIPLE FOR LANGUAGE



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.

PROGRESSION

L.5.4

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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common 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.

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 an array 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.

L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array 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.

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.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	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 comprehension or expression.	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.
MULTIDIMENSIONALITY - L.6.4				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT			6	Collaborate with others to create new meaning.
	<i>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.</i>			7	Utilize digital resources to learn and share with others.
	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.			8	Engage in specialized, discipline-specific literacy practices.
	b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.			9	Apply high level cognitive processes to think deeply and critically about text.
	c. <i>Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i>			10	Develop a literacy identity that promotes lifelong learning.
	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.			HOME	

GUIDING PRINCIPLE FOR LANGUAGE



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

Interdisciplinary Literacy Practices

PROGRESSION

L.5.5	L.6.5	L.7.5
<p>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.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to personification, in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to allusions, in context.</p> <p>b. Use the relationship between particular words to improve understanding.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p>

MULTIDIMENSIONALITY - L.6.5

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

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.**



- 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.

HOME