

## Sixth Grade ELA Standards to be Addressed in the Fourth Quarter

Please see PARCC [Evidence Tables](#) for PARCC expectations

Please see PARCC [Framework](#) for PARCC expectations

**All standards will be taught to mastery by the end of Q4**

**Throughout the quarter students will cite evidence. Throughout the quarter students will analyze content**

| Reading Standards for Literature  | Reading Standards for Informational Text  |
|---|---|
| <p><b>RL1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br/> <b>WIDA. Highlight key language to cite textual evidence.</b></p>   | <p><b>RI1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br/> <b>WIDA. Highlight key language to cite textual evidence.</b></p>   |
| <p><b>RL2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.<br/> <b>WIDA. Discuss theme related to the main idea using graphic organizers with a partner.</b></p>   | <p><b>RI2.</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.<br/> <b>WIDA. Discuss the main idea and supporting details using graphic organizers with a partner.</b></p>  |
| <p><b>RL3.</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.<br/> <b>WIDA. Classify examples of literary characters, themes, and plot based on oral descriptions with a partner and using a plot diagram.</b></p>                              | <p><b>RI3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).<br/> <b>WIDA. Using a three column note or a graphic organizer introduce, illustrate and elaborate key individual, event, or ideas.</b></p>   |
| <p><b>RL4.</b> 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.<br/> <b>WIDA. Highlight key words in the text to provide the meaning of the word. Introduce figurative language and provide a graphic chart of inferences.</b></p> | <p><b>RI4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.<br/> <b>WIDA. Highlight key words in the text to provide the meaning of the word. Introduce figurative language and provide a graphic chart of inferences.</b></p>   |
| <p><b>RL5.</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.<br/> <b>WIDA. Find patterns related to literary characters, themes, and plots using graphic organizers with a partner.</b></p>   | <p><b>RI5.</b> 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.<br/> <b>WIDA. Identify important text structure to elaborate on responses for small group discussion using sentence frames (e.g., “I’d like to add to that...”, “Have you also considered...?”)</b></p> |
| <p><b>RL6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>   | <p><b>RI6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>   |

|   |  |
|---|--|
| <p><b>WIDA. Compare narrator or speaker points of view from oral discussion using graphic organizer in small groups.</b></p>  | <p><b>WIDA. Create an anchor chart to help identify author’s point of view/ purpose in a small group discussion.</b></p>   |
| <p><b>RL7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</b><br/> <b>WIDA. Provide a Venn diagram to help organize experience of listening to audio, watching a video/live version of text, or reading a story.</b></p> | <p><b>RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</b><br/> <b>WIDA. In small groups identify the issue/topic and summarize information from different media or formats.</b></p> |
| <p>RL8. Is not applicable to literature.</p>  | <p><b>RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</b><br/> <b>WIDA. Use or create a graphic organizer (e.g., two column note).</b></p>  |
| <p><b>RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</b><br/> <b>WIDA. Provide a Venn diagram to identify patterns when comparing and contrasting different genres. Show different examples of themes and how it is developed.</b></p>  | <p><b>RI9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.)</b><br/> <b>WIDA. Use a Venn diagram to compare and contrast.</b></p>   |

## Writing Standards/Language Standards

**Throughout the quarter, students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

**Throughout the quarter students will study and apply grammar**

Please see PARCC [Evidence Tables](#) for PARCC expectations

| Writing Standards<br>Review all types of writing   | Language Standards  |
|--|---|
| <p><b>W1. Argumentative, W2. Write informative/explanatory, or W3. Narrative.</b></p> <p><b>W1- WIDA. Use graphic organizers (e.g., T-charts, Venn Diagrams, and story maps), two column notes for claims, word banks, and grading rubric. Discuss with a partner who have similar claims or counter arguments, and report to the class. Students could do a debate on claims.</b></p> <p><b>W2- WIDA. Use graphic organizers (e.g., 5 W's, Venn diagrams, T Chart, story map, or word banks), grading rubric, and give visual and oral examples. In small group discussion, the students can compare and contrast the information and report their evidence to the class.</b></p> <p><b>W3- WIDA. Use graphic organizers (e.g., 5 W's, T Chart, and word banks), and give visual and oral examples of literacy terms.</b></p> | <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective and possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul> |
| <p><b>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b></p> <p><b>WIDA. Use graphic organizers (e.g., 5 W's, T Chart, and word banks), and give visual and oral examples.</b></p>   | <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul>   |
| <p><b>W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade.</b></p> <p><b>WIDA. Explain editing of peers' writing through detailed</b></p>  | <p>L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone</li> </ul>  |
|  | <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing</p>   |

|  |  |
|--|--|
| <p><b>feedback using models and rubrics.</b></p>   | <p>flexibly from a range of strategies.</p>  |
| <p><b>W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</b><br/> <b>WIDA. Use different writing and typing process (e.g., planning, pre-writing, editing, and final draft).</b></p>  | <p>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.</p>  |
| <p><b>W7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b><br/> <b>WIDA. Organize language using graphic organizers or thinking maps.</b></p>   | <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).<br/> c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>   |
| <p><b>W8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</b><br/> <b>WIDA. Practice note-taking strategies (e.g., index cards, and graphic organizers.) Provide an example of cited digital and print source. After reading, use sentence frames to convey the information in their own words.</b></p>  | <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>  |
| <p><b>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b><br/> <b>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</b><br/> <b>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</b></p> | <p><b>L5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b><br/> a. Interpret figures of speech (e.g., personification) in context.<br/> b. Use the relationships between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br/> c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> |

**WIDA. Highlight evidence with a partner to support particular points in the text.**

L6. 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.

### Speaking and Listening Standards

**Throughout the quarter students will conduct discussions**

**Throughout the quarter students will report findings**

#### Comprehension and Collaboration

#### Presentation of Knowledge and Ideas

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively and orally) and explain how it contributes to a topic, text, or issue under study.

SL3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL5. Include multimedia components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.

SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)