Ohio English Language Arts - Extended Learning Standards

Grade 6

Reading Standards for Literature

Key Ideas and Details

1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1

Complexity a

a Find information in the text that is used to make an inference. RL.6.1.A

Complexity b

b Find information in the text used to answer literal questions. RL.6.1.B

Complexity c

c Answer a question about explicit information stated in the text. RL.6.1.C

Learning Progression

a Recognize that details found “right there” in the text are explicit/literal. RL.6.1.LP.A

b Recognize that question types such as “where”, “who”, and “what” could indicate information that can be found directly in the text. RL.6.1.LP.B

c Identify given information as part of/not part of the literary text. RL.6.1.LP.C

d Answer questions about the literary text for example who, what, when, where, or why. RL.6.1.LP.D

e Recognize that question types such as “why” or “how” indicate information that needs to be “figured out” by synthesizing details of a story. RL.6.1.LP.E

f Recognize that details/information that needs to be “figured out” or put together could be used to make inferences. RL.6.1.LP.F

g Identify key elements of setting in the literary text. RL.6.1.LP.G

h Identify key events in the literary text. RL.6.1.LP.H

i Identify key characters in the literary text. RL.6.1.LP.I

j Actively engage in answering one or more questions related to literary text. RL.6.1.LP.J

k Actively engage in reading of a literary text. RL.6.1.LP.K

l Locate in the text the answer to who, what where, and when in the literary text. RL.6.1.LP.L

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2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text. RL.6.2

Complexity a

a Summarize the main events in a story or poem and explain how they support the theme. RL.6.2.A

Complexity b

b Identify the theme or main message in a story or poem and locate details within the text that support it. RL.6.2.B

Complexity c

c Sequence main events in a story (beginning, middle, end). RL.6.2.C

Learning Progression

a Identify the main message based on the lesson learned in the literary text. RL.6.2.LP.A

b Identify the lesson learned in the literary text. RL.6.2.LP.B

c Cite the main events of the story in the literary text. RL.6.2.LP.C

d Identify characters and decide if they are main characters or supplemental characters. RL.6.2.LP.D

e Identify the elements (impacts the plot, leads to a the end of the story) of a main event in a literary text. RL.6.2.LP.E

f Identify the main events in a literary text (beginning, middle, end). RL.6.2.LP.F

g Identify that plot is made up of many events. RL.6.2.LP.G

h Identify beginning and end of the literary text. RL.6.2.LP.H

i Identify that events can be ordered to tell/retell an experience. RL.6.2.LP.I

j Identify that a story is made of events. RL.6.2.LP.J

k Actively engage in discussing one or more of the events in a story. RL.6.2.LP.K

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3 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. RL.6.3

Complexity a

a Recount a story's beginning, middle, and end and how a character responds to the events. RL.6.3.A

Complexity b

b Describe the way a character responds to an event in the story or poem. RL.6.3.B

Complexity c

c Describe how a character changes in the story. RL.6.3.C

Learning Progression

a Sequence the events and character changes as the plot unfolds in the literary text. RL.6.3.LP.A

b Identify how the event changes/impacts the character in the literary text (e.g. this event makes the character sad). RL.6.3.LP.B

c Identify a problem within a story which would cause a character to act. RL.6.3.LP.C

d Identify what elements of the event in the literary text that caused the character to feel, think, say or act in a certain way. RL.6.3.LP.D

e Identify what the character does, says, feels, and thinks in a specific event of the literary text. RL.6.3.LP.E

f Identify what happens to the character in a given event of in the literary text. RL.6.3.LP.F

g Identify one or more character in the literary text. RL.6.3.LP.G

h Identify one or more event in the literary text. RL.6.3.LP.H

i Actively engage in the retelling of a story. RL.6.3.LP.I

Craft and Structure

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4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone. RL.6.4

Complexity a

a Identify words or phrases that have alternative meanings and explain them. RL.6.4.A

Complexity b

b Identify words or phrases that have literal and symbolic meanings. RL.6.4.B

Complexity c

c Identify words or phrases that suggest the senses. RL.6.4.C

Learning Progression

a Given an idiom from a literary text, identify the non-literal meaning RL.6.4.LP.A

b Given word from a literary text, list examples of multiple/ alternative meanings of that word RL.6.4.LP.B

c Match examples of words with their literal or symbolic meaning RL.6.4.LP.C

d Identify context clues that provide literal or symbolic meaning. RL.6.4.LP.D

e Identify symbols (picture or object) to an abstract idea (ie. dove to represent peace, black to represent death) presented in a text RL.6.4.LP.E

f Identify or listen to the text surrounding the unknown word. RL.6.4.LP.F

g Identify different types of context clues (synonym, antonym, definition, for example, word part/morphemes, pictures, word order, topical category association words) RL.6.4.LP.G

h Identify words that may have multiple meanings. RL.6.4.LP.H

i Identify unfamiliar words in a literary text. RL.6.4.LP.I

j Identify a word or phrase within the literary text that is connected to the senses. RL.6.4.LP.J

k Identify a word connected to the senses. RL.6.4.LP.K

l Identify one or more of your senses. RL.6.4.LP.L

m Actively participate by communicating (using any mode) about their senses or feelings. RL.6.4.LP.M

n Actively participate by communicating (using any mode) about their senses or feelings. RL.6.4.LP.N

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5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.5

Complexity a

a Identify one component of the structure of a text (chapters, stanzas, scenes, acts, verses) and tell how it is related to the setting, plot, or theme. RL.6.5.A

Complexity b

b Identify the components of the structure of a text (chapters, stanzas, scenes, acts, verses). RL.6.5.B

Complexity c

c Identify one important sentence in the text. RL.6.5.C

Learning Progression

a Identify the main message/theme based on the lesson learned in the literary text. RL.6.5.LP.A

b Identify the main message/lesson learned (theme) in the literary text. RL.6.5.LP.B

c Identify sentences/chapters into categories - those that contribute to the setting or plot and those that do not. RL.6.5.LP.C

d Identify sentences or chapters in the literary text that include where and when the story takes place such as the surroundings, environment, and time period. RL.6.5.LP.D

e Identify sentences or chapters in the literary text that include events that happen in the story. RL.6.5.LP.E

f Identify theme of a text. RL.6.5.LP.F

g Identify components of setting in a text. RL.6.5.LP.G

h Identify events of a story. RL.6.5.LP.H

i Locate a chapter in a book, a stanza in a poem or a scene in a play. RL.6.5.LP.I

j Identify a sentence on a page RL.6.5.LP.J

k Actively participate by communicating (using any mode) unknown words or phrases. RL.6.5.LP.K

l Actively engage in reading text that includes the various components of the structure of text. RL.6.5.LP.L

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6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. RL.6.6

Complexity a

a Explain how changing the point of view would change the story. RL.6.6.A

Complexity b

b Identify the storyteller, and describe his/her role in the story. RL.6.6.B

Complexity c

c Identify who is telling the story (narrator vs. character). RL.6.6.C

Learning Progression

a In a multi-character book identify which character is telling the story RL.6.6.LP.A

b Identify if a given character is telling the story RL.6.6.LP.B

c Identify the type of POV by pronouns used in the literary text (first person = I, second person - you, third personhe, she, they. RL.6.6.LP.C

d Identify who in the literary text is telling the story RL.6.6.LP.D

e Determine if the person reading the story is the narrator. RL.6.6.LP.E

f Identify two or more perspectives during an activity RL.6.6.LP.F

g Actively engage in an activity where there are different points of view. RL.6.6.LP.G

h Actively engage with texts that include a narrator and those without. RL.6.6.LP.H

Integration of Knowledge and Ideas

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7 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 students “see” and “hear” when reading the text to what they perceive when they listen or watch. RL.6.7

Complexity a

a Describe the similarities and differences between two versions of the same story or poem presented in the same medium (e.g., two text versions of a fable; two video accounts [e.g., Disney & other] of the same folk tale). RL.6.7.A

Complexity b

b Describe a key similarity or difference between print and multimedia/ live productions of the same story, drama, or poem. RL.6.7.B

Complexity c

c Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem. RL.6.7.C

Learning Progression

a Identify the key features of a printed text RL.6.7.LP.A

b Identify words or phrases within a text that evoke an image or feeling. RL.6.7.LP.B

c Identify feelings and thoughts associated with a presented image in video or live versions of text. RL.6.7.LP.C

d Identify the key features of multimedia/live productions of a text RL.6.7.LP.D

e Actively engage in the experience of reading a text. RL.6.7.LP.E

f Actively engage in the experience of viewing (audio, view, or live version) of a text. RL.6.7.LP.F

8 (Not applicable to literature) RL.6.8

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9 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. RL.6.9

Complexity a

a Compare the characters and events in two texts about the same theme (e.g., fantasy and historical fiction). RL.6.9.A

Complexity b

b Describe similar characters and events from two different genres. RL.6.9.B

Complexity c

c Identify similar characters and events from two different genres. RL.6.9.C

Learning Progression

a Identify differences between the two texts RL.6.9.LP.A

b Identify similarities between the two texts RL.6.9.LP.B

c Actively engage in a discussion about each text RL.6.9.LP.C

d Identify the characters in each text RL.6.9.LP.D

e Identify the theme or topic of each text. RL.6.9.LP.E

f Actively engage in the sharing of two related texts RL.6.9.LP.F

Range of Reading and Level of Text Complexity

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10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text. RL.6.10

Complexity a

a Read supported grade-level/ age-appropriate adapted literature materials. RL.6.10.A

Complexity b

b Participate in or read supported grade-level/ageappropriate, adapted literature materials. RL.6.10.B

Complexity c

c Actively engage in supported grade-level/ age-appropriate, adapted literature materials. RL.6.10.C

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Learning Progression

a Text Connections RL.6.10.LP.A

b Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection. RL.6.10.LP.B

c With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences. RL.6.10.LP.C

d While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded. RL.6.10.LP.D

e Actively engage in group reading activities that activate text-to-text comparisons, and connections RL.6.10.LP.E

f Actively engage in group reading activities that activate text-to-self connections. RL.6.10.LP.F

g Select texts related to prior experiences. RL.6.10.LP.G

h Communicate about prior experiences related to the text. RL.6.10.LP.H

i Read & Comprehend - grade level text RL.6.10.LP.I

j Answer wh- questions related to grade-level/age appropriate poems and stories. RL.6.10.LP.J

k Decode and read simple poems and stories. RL.6.10.LP.K

l Engage with text types including poetry and stories. RL.6.10.LP.L

m Decoding RL.6.10.LP.M

n Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. RL.6.10.LP.N

o Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. RL.6.10.LP.O

p Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. RL.6.10.LP.P

q Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. RL.6.10.LP.Q

r Identify the trigraphs -shr and -thr as blended phonemes used in words. RL.6.10.LP.R

s Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. RL.6.10.LP.S

t Identify the graphemes -ge and -dge as graphemes used at the end of words. RL.6.10.LP.T

u Identify the graphemes -k and -ck as graphemes used at the end of words. RL.6.10.LP.U

v Identify words containing the phonemes /j/ and /g/ represented by grapheme g. RL.6.10.LP.V

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w Identify words containing the phonemes /c/ and /s/ represented by grapheme c. RL.6.10.LP.W

x Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. RL.6.10.LP.X

y Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. RL.6.10.LP.Y

z With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RL.6.10.LP.Z

aa Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RL.6.10.LP.AA

ab Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RL.6.10.LP.AB

ac With prompting and support decode and read CCVC words within a grade-level decodable text. RL.6.10.LP.AC

ad Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) RL.6.10.LP.AD

ae Decode words with digraphs. RL.6.10.LP.AE

af Identify words with digraphs. RL.6.10.LP.AF

ag Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RL.6.10.LP.AG

ah Decode words with consonant blends RL.6.10.LP.AH

ai Identify words with consonant blends. RL.6.10.LP.AI

aj Decoding RL.6.10.LP.AJ

ak With prompting and support decode and read CCVC words within a grade-level decodable text. RL.6.10.LP.AK

al Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RL.6.10.LP.AL

am Decode words with threeconsonant blends. RL.6.10.LP.AM

an Build words with three-consonant blends. RL.6.10.LP.AN

ao Identify words with threeconsonant blends. RL.6.10.LP.AO

ap Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RL.6.10.LP.AP

aq Decode words with two-consonant blends. RL.6.10.LP.AQ

ar Build words with two-consonant blends. RL.6.10.LP.AR

as Identify words with two-consonant blends. RL.6.10.LP.AS

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at Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RL.6.10.LP.AT

au Decode words with digraphs. RL.6.10.LP.AU

av Build words with digraphs. RL.6.10.LP.AV

aw Identify words with digraphs. RL.6.10.LP.AW

ax Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RL.6.10.LP.AX

ay With prompting and support decode and read CVC words within a grade level text. RL.6.10.LP.AY

az Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RL.6.10.LP.AZ

ba Identify words with common phonemic VC word patterns (word families) RL.6.10.LP.BA

bb Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RL.6.10.LP.BB

bc Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RL.6.10.LP.BC

bd Name the 5 vowels RL.6.10.LP.BD

be Name 21 consonants RL.6.10.LP.BE

bf Phonological Awareness (detailed further in learning progression in Reading Foundations) RL.6.10.LP.BF

bg Articulate the 5 short vowel sounds RL.6.10.LP.BG

bh Break orally given word into phonemes RL.6.10.LP.BH

bi Break an orally given word into onset/first sound and rime RL.6.10.LP.BI

bj Break an orally given word into syllables RL.6.10.LP.BJ

bk Actively engage in group reading activities that activate prior knowledge related to previous life experiences. RL.6.10.LP.BK

bl Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed. RL.6.10.LP.BL

bm Actively engage in grade-level/ age-appropriate literature materials. RL.6.10.LP.BM

bn Actively engage in group reading activities. RL.6.10.LP.BN

Reading Standards for Informational Text **Key Ideas and Details**

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1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1

Complexity a

a Find information in the text that is used to make an inference. RI.6.1.A

Complexity b

b Locate details in the text to answer literal questions about the text. RI.6.1.B

Complexity c

c Answer literal questions about the text. RI.6.1.C

Learning Progression

a Identify the events in each text located in the text the answer to literal questions in the informational text. RI.6.1.LP.A

b Identify given information as part of/not part of the informational text. RI.6.1.LP.B

c Answer literal questions about the informational text. RI.6.1.LP.C

d Identify key information in the informational text. RI.6.1.LP.D

e Actively engage in answering one or more questions related to the informational text. RI.6.1.LP.E

f Engage with informational text. RI.6.1.LP.F

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2 Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details. RI.6.2

Complexity a

a Summarize text by outlining the sequence of key details for each main idea. RI.6.2.A

Complexity b

b Identify main ideas and connect them to relevant details in story order. RI.6.2.B

Complexity c

c Identify the main idea of a text. RI.6.2.C

Learning Progression

a Review all topics within each subheading and generate a central/main idea that all of the topics represent within the informational text. RI.6.2.LP.A

b Extract topic of focus per paragraph within the informational text. RI.6.2.LP.B

c Identify the subheadings within the text. RI.6.2.LP.C

d Identify the title within the informational text. RI.6.2.LP.D

e Identify the subheadings of the informational text. RI.6.2.LP.E

f Identify characteristics of informational text (e.g., title, subheading, etc.). RI.6.2.LP.F

g Actively engage with representations of the central/main idea presented within informational text. RI.6.2.LP.G

h Actively engage with informational text. RI.6.2.LP.H

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3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.3

Complexity a

a Describe how individuals, ideas, and events are introduced and illustrated. RI.6.3.A

Complexity b

b Identify how individuals, ideas, and events are introduced and illustrated. RI.6.3.B

Complexity c

c Identify individual, ideas, or events described in informational text. RI.6.3.C

Learning Progression

a Relating individuals, events, or ideas to personal experiences RI.6.3.LP.A

b Pair individuals, events and/or ideas with details from the text. RI.6.3.LP.B

c Identify an idea within the text. RI.6.3.LP.C

d Identify an idea as a thought, plan, design, proposal, suggestion, vision, intention, purpose, objective, goal, target, point, and/or motive. RI.6.3.LP.D

e Identify an event within the text. RI.6.3.LP.E

f Identify an event as a happening in the text. RI.6.3.LP.F

g Identify an individual within the text. RI.6.3.LP.G

h Connect the term individual with a person. RI.6.3.LP.H

i Recognize that informational text contains factual information. (real people, events and ideas). RI.6.3.LP.I

j Actively engage with representations of the individuals, events or ideas presented within informational text. RI.6.3.LP.J

k Actively engage with informational text. RI.6.3.LP.K

Craft and Structure

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4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. See RL.6.4. RI.6.4

Complexity a

a Explain the meaning of words or phrases as they are used in a text, including technical or connotative meanings. RI.6.4.A

Complexity b

b Identify words that evoke feelings or emotion. RI.6.4.B

Complexity c

c Match pictures or objects to words or phrases based on how they are used in a text. RI.6.4.C

Learning Progression

a Identify examples of figurative, connotative, and/or technical language within the text. RI.6.4.LP.A

b Identify words that describe a personal feeling or emotion. RI.6.4.LP.B

c Identify technical language as words related to a specific subject or trade. RI.6.4.LP.C

d Identify connotative language as an idea or feeling that a word invokes in addition to its literal or primary meaning. (e.g. synonyms, hidden meaning, association) RI.6.4.LP.D

e Identify figurative language as metaphorical, nonliteral, and/or symbolic. RI.6.4.LP.E

f Identify that information text contains figurative, connotative and technical language. RI.6.4.LP.F

g Recognize that spoken and written language conveys meaning. RI.6.4.LP.G

h Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text. RI.6.4.LP.H

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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. See RL.6.5 but substitute “development of ideas” for “setting, theme, or plot.” RI.6.5

Complexity a

a Explain how a particular sentence, paragraph, or chapter contributes to the overall meaning of the text. RI.6.5.A

Complexity b

b Identify a sentence or paragraph that explains or supports a specific key idea in the text. RI.6.5.B

Complexity c

c Identify the main idea of a paragraph or chapter. Match a sentence to the appropriate paragraph or chapter in the text. RI.6.5.C

Learning Progression

a Identify that information is organized in a specific structure to organize information and convey meaning. RI.6.5.LP.A

b Identify that paragraphs convey a main idea through a topic sentence and supporting details. RI.6.5.LP.B

c Locate a chapter and section within in an informational text. RI.6.5.LP.C

d Locate a sentence and paragraph within in an informational text. RI.6.5.LP.D

e Identify that paragraphs contribute to the development of ideas within a chapter or section. RI.6.5.LP.E

f Identify a paragraph as part of a chapter and/or section. RI.6.5.LP.F

g Identify that sentences contribute to the development of ideas within a paragraph. RI.6.5.LP.G

h Identify a sentence as part of a paragraph. RI.6.5.LP.H

i Identify the characteristics of a sentence, chapter, paragraph, and/or section. RI.6.5.LP.I

j Actively engage with sentences, paragraphs and chapters or sections from informational text. RI.6.5.LP.J

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6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. RI.6.6

Complexity a

a Explain how details in the text support the author's perspective. RI.6.6.A

Complexity b

b Identify details that show the author's purpose of the text. RI.6.6.B

Complexity c

c Identify the purpose of a text. RI.6.6.C

Learning Progression

a Identify characteristics of informational text that contribute to the purpose of the text. (i.e. Table of contents, research, citations, etc.) RI.6.6.LP.A

b Identify a topic within a text RI.6.6.LP.B

c Identify that text carries meaning/has a purpose. RI.6.6.LP.C

d Identify that an author writes the text. RI.6.6.LP.D

e Actively engage with images or objects that showcase the perspective of a given text. RI.6.6.LP.E

f Actively engage with informational text. RI.6.6.LP.F

Integration of Knowledge and Ideas

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7 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. RI.6.7

Complexity a

a Integrate information from two formats to demonstrate an understanding of the topic. RI.6.7.A

Complexity b

b Combine information from two formats that are about the same or similar topic. RI.6.7.B

Complexity c

c Identify information from two formats that are about the same or similar topic (text, map, chart, table, graph, etc.). RI.6.7.C

Learning Progression

a Identify features of print text. RI.6.7.LP.A

b Identify features of multimedia productions. RI.6.7.LP.B

c Explain what is seen and heard when experiencing a nonprinted text. RI.6.7.LP.C

d Identify the topics in a text. RI.6.7.LP.D

e Describe how two versions of a text are similar and different. RI.6.7.LP.E

f Actively engage in the reading and/or viewing of a text. RI.6.7.LP.F

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8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not. RI.6.8

Complexity a

a Identify a stated or implied opinion in a text and determine whether the support provided is relevant. RI.6.8.A

Complexity b

b Identify an author's opinion or claim in a text. RI.6.8.B

Complexity c

c Recognize an opinion or stance stated in a text. RI.6.8.C

Learning Progression

a Recognize that a claim that is supported by evidence is not always relevant to the author's argument. RI.6.8.LP.A

b Distinguish the characteristics of an argumentative text from other text types. RI.6.8.LP.B

c Define evidence. RI.6.8.LP.C

d Recognize that some texts contain authors' opinions or claims about various topics. RI.6.8.LP.D

e Define opinion. RI.6.8.LP.E

f Define claim. RI.6.8.LP.F

g Actively engage in the reading of an argumentative text. RI.6.8.LP.G

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9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by a person and a biography written about the same person). RI.6.9

Complexity a

a Explain similarities or differences in information about the same topic in two different sources (materials should address grade-appropriate topics). RI.6.9.A

Complexity b

b Identify information about the same topic in two different sources (materials should address gradeappropriate topics). RI.6.9.B

Complexity c

c Recognize the same topic when presented in two different forms (e.g., biography, textbook description of events about the same person; materials should address gradeappropriate topics). RI.6.9.C

Learning Progression

a Identify similarities between two texts. RI.6.9.LP.A

b Identify differences between two texts. RI.6.9.LP.B

c Define compare. RI.6.9.LP.C

d Define contrast. RI.6.9.LP.D

e Identify the topic of a text. RI.6.9.LP.E

f Recognize when the text topic is similar to the topic of another text. RI.6.9.LP.F

g Actively engage in the sharing of two texts on the same or similar topics. RI.6.9.LP.G

Range of Reading and Level of Text Complexity

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10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.6.10

Complexity a

a Read supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.6.10.A

Complexity b

b Read or participate in supported gradelevel/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.6.10.B

Complexity c

c Actively engage in supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.6.10.C

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Learning Progression

a Read & Comprehend - grade level text RI.6.10.LP.A

b Answer wh- questions related to grade-level/age appropriate literary nonfiction RI.6.10.LP.B

c Decode and read simple literary nonfiction. RI.6.10.LP.C

d Engage with text types including informational texts such as history/social studies, science, and technical texts. RI.6.10.LP.D

e Decoding RI.6.10.LP.E

f Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. RI.6.10.LP.F

g Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. RI.6.10.LP.G

h Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. RI.6.10.LP.H

i Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. RI.6.10.LP.I

j Identify the trigraphs -shr and -thr as blended phonemes used in words. RI.6.10.LP.J

k Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. RI.6.10.LP.K

l Identify the graphemes -ge and -dge as graphemes used at the end of words. RI.6.10.LP.L

m Identify the graphemes -k and -ck as graphemes used at the end of words. RI.6.10.LP.M

n Identify words containing the phonemes /j/ and /g/ represented by grapheme g. RI.6.10.LP.N

o Identify words containing the phonemes /c/ and /s/ represented by grapheme c. RI.6.10.LP.O

p Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. RI.6.10.LP.P

q Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. RI.6.10.LP.Q

r With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RI.6.10.LP.R

s Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RI.6.10.LP.S

t Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RI.6.10.LP.T

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u With prompting and support decode and read CCVC words within a grade-level decodable text. RI.6.10.LP.U

v Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) RI.6.10.LP.V

w Decode words with digraphs. RI.6.10.LP.W

x Identify words with digraphs. RI.6.10.LP.X

y Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RI.6.10.LP.Y

z Decode words with consonant blends RI.6.10.LP.Z

aa Identify words with consonant blends. RI.6.10.LP.AA

ab Decoding RI.6.10.LP.AB

ac With prompting and support decode and read CCVC words within a grade-level decodable text. RI.6.10.LP.AC

ad Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RI.6.10.LP.AD

ae Decode words with three-consonant blends. RI.6.10.LP.AE

af Build words with three-consonant blends. RI.6.10.LP.AF

ag Identify words with three-consonant blends. RI.6.10.LP.AG

ah Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RI.6.10.LP.AH

ai Decode words with two-consonant blends. RI.6.10.LP.AI

aj Build words with two-consonant blends. RI.6.10.LP.AJ

ak Identify words with two-consonant blends. RI.6.10.LP.AK

al Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RI.6.10.LP.AL

am Decode words with digraphs. RI.6.10.LP.AM

an Build words with digraphs. RI.6.10.LP.AN

ao Identify words with digraphs. RI.6.10.LP.AO

ap Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RI.6.10.LP.AP

aq With prompting and support decode and read CVC words within a grade level text. RI.6.10.LP.AQ

ar Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RI.6.10.LP.AR

as Identify words with common phonemic VC word patterns (word families) RI.6.10.LP.AS

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at Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RI.6.10.LP.AT

au Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RI.6.10.LP.AU

av Name the 5 vowels RI.6.10.LP.AV

aw Name 21 consonants RI.6.10.LP.AW

ax Phonological Awareness (detailed further in learning progression in Reading Foundations) RI.6.10.LP.AX

ay Articulate the 5 short vowel sounds RI.6.10.LP.AY

az Break orally given word into phonemes RI.6.10.LP.AZ

ba Break an orally given word into onset/first sound and rime RI.6.10.LP.BA

bb Break an orally given word into syllables RI.6.10.LP.BB

bc Actively engage in group reading activities that activate prior knowledge related to previous life experiences. RI.6.10.LP.BC

bd Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed. RI.6.10.LP.BD

be Actively engage in grade-level/ age-appropriate literature materials. RI.6.10.LP.BE

bf Actively engage in group lesson using informational text. RI.6.10.LP.BF

Writing **Text Types and Purposes**

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1 Write arguments to support claims with clear reasons and relevant evidence. W.6.1

Complexity a

a Introduce a topic, express an opinion on it, and organize relevant details to support the position, using two or more sentences. W.6.1.A

Complexity b

b Answer a question that requires an opinion or position and create a sentence that captures the justification for it. W.6.1.B

Complexity c

c Express an opinion on a topic and provide a supporting detail. W.6.1.C

Learning Progression

a Distinguish the differences between formal and informal style. W.6.1.LP.A

b Determine when a piece of writing calls for a formal tone. W.6.1.LP.B

c Recognize that writing has a structure, depending on the text type. W.6.1.LP.C

d Define thesis statement. W.6.1.LP.D

e Define claim. W.6.1.LP.E

f Understand the difference between fact and opinion. W.6.1.LP.F

g Recognize the topics/main opinions in a text. W.6.1.LP.G

h Share in matching evidence to claims or topics in a text. W.6.1.LP.H

i Actively engage with the sharing of opinions on a topic W.6.1.LP.I

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2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Establish a thesis statement to present information. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed. 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. W.6.2

Complexity a

a Introduce a topic, and provide logically organized supporting details and a concluding statement W.6.2.A

Complexity b

b Introduce a topic and generate more than one factual sentence about it. W.6.2.B

Complexity c

c Select a picture that matches a specific topic. W.6.2.C

Learning Progression

a Define thesis statement. W.6.2.LP.A

b Define claim. W.6.2.LP.B

c Recognize the various ways to organize ideas and structure writing to express opinions and claims. W.6.2.LP.C

d Determine when a piece of writing calls for a formal tone. W.6.2.LP.D

e Decide when additional information must be provided to support the facts presented. W.6.2.LP.E

f Distinguish the difference between fact and opinion. W.6.2.LP.F

g Actively engage with the sharing of facts on a topic. W.6.2.LP.G

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3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques— such as dialogue, pacing, and description—to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. W.6.3

Complexity a

a Relate a personal experience or tell a story that includes descriptions of settings and characters, and a logical sequence of events with a conclusion using a graphic organizer or story map (e.g., concluding event or falling action). W.6.3.A

Complexity b

b Relate a personal experience or tell a story that includes a setting, characters, and a logical sequence of events using a graphic organizer or story map. W.6.3.B

Complexity c

c Relate a personal experience using pictures, words, and/or sentences. Include a beginning, middle, and end using a graphic organizer or story map. W.6.3.C

Learning Progression

a Recognize that stories must be told in a logical order W.6.3.LP.A

b If provided a list of transition words and phrases, use them to create a flow from one idea or paragraph to the next. W.6.3.LP.B

c Recognize the characteristics of dialogue. W.6.3.LP.C

d Define dialogue. W.6.3.LP.D

e Recognize the components of a story map. W.6.3.LP.E

f Define characters. W.6.3.LP.F

g Define events or plot. W.6.3.LP.G

h Define setting. W.6.3.LP.H

i Actively engage in personal storytelling. W.6.3.LP.I

Production and Distribution of Writing

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4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.4

Complexity a

a Identify formal and informal writing tasks and select language appropriate for each task. W.6.4.A

Complexity b

b Compose one or more sentences on a selected topic. W.6.4.B

Complexity c

c Select a topic and recognize details that are relevant to it. W.6.4.C

Learning Progression

a Distinguish between language used for each writing style (persuasive, informative, and narrative). W.6.4.LP.A

b Identify the types of language used in persuasive, informative, and narrative writing. W.6.4.LP.B

c Develop an outline to demonstrate organization of writing. W.6.4.LP.C

d Identify how to construct an outline (e.g., Intro, thesis, topic sentences, etc.,). W.6.4.LP.D

e Actively engage with texts with various purposes. W.6.4.LP.E

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5 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. W.6.5

Complexity a

a With some guidance and support, plan, draft, and edit writing (use rubrics or checklists) to convey a clear message. W.6.5.A

Complexity b

b With some guidance and support, edit simple sentences to improve their clarity (e.g., check for spacing, conventions, capitalization, punctuation, spelling, word choice). W.6.5.B

Complexity c

c With guidance and support, determine whether the order of words within a sentence should be revised. W.6.5.C

Learning Progression

a Identify various styles in multiple texts. W.6.5.LP.A

b Define style as demonstrated in various types of writing (persuasive, informative, and narrative). W.6.5.LP.B

c Revise sentences to clarify the meaning of writing task. W.6.5.LP.C

d Distinguish sentences that are clear in meaning-- according to the task. W.6.5.LP.D

e Edit paragraphs for conventions. W.6.5.LP.E

f Edit sentences with errors in capitalization and end punctuation. W.6.5.LP.F

g Identify the rules for capitalization. W.6.5.LP.G

h Identify the rules for ending punctuation. W.6.5.LP.H

i Actively engage in sharing texts with and without errors in conventions. W.6.5.LP.I

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6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills. W.6.6

Complexity a

a Independently use digital tools to generate two or more paragraphs about a topic. W.6.6.A

Complexity b

b With guidance and support, work collaboratively using digital tools to generate several sentences about a topic (digital tools may include AAC device, sentence building software, digital picture selection, keyboard). W.6.6.B

Complexity c

c With guidance and support, work collaboratively using digital tools to generate a simple sentence about a topic (digital tools may include AAC device, sentence building software, digital picture selection, keyboard). W.6.6.C

Learning Progression

a Identify text features of print W.6.6.LP.A

b Determine which technology can assist with composing writing. W.6.6.LP.B

c Use digital tools to interact and collaborate. W.6.6.LP.C

d Use technology to communicate meaning W.6.6.LP.D

e Identify digital tools. W.6.6.LP.E

f Communicate meaning that can be translated into text. W.6.6.LP.F

g Actively engage in shared writing experiences using assistive technology. W.6.6.LP.G

Research to Build and Present Knowledge

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7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.7

Complexity a

a Identify information relevant to a research topic from two or more sources. W.6.7.A

Complexity b

b Identify questions for research on a given topic. W.6.7.B

Complexity c

c Participate in group writing and research projects. W.6.7.C

Learning Progression

a Distinguish relevant sources from irrelevant sources. W.6.7.LP.A

b Determine what constitutes a relevant source. W.6.7.LP.B

c Identify how to cite sources. W.6.7.LP.C

d Determine the types of questions that require research. W.6.7.LP.D

e Actively engage in selecting topics for research. W.6.7.LP.E

8 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. W.6.8

Complexity a

a Select information from several sources and organize it to expand knowledge on a topic. W.6.8.A

Complexity b

b Select information from a source to support a position or summarize a position about a topic. W.6.8.B

Complexity c

c Search for information from print and digital resources using key words, phrases, or questions. W.6.8.C

Learning Progression

a Distinguish relevant sources from irrelevant sources. W.6.8.LP.A

b Identify how to cite sources. W.6.8.LP.B

c Identify the research process. W.6.8.LP.C

d Identify how to organize research. W.6.8.LP.D

e Distinguish key ideas from irrelevant ideas within a source. W.6.8.LP.E

f Actively engage in shared review of sources on a chosen topic. W.6.8.LP.F

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9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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. 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”). W.6.9

Complexity a

a Select information from several relevant and reliable sources and organize it to expand knowledge. W.6.9.A

Complexity b

b Select information from relevant and reliable sources to support a position or summarize information. W.6.9.B

Complexity c

c Read information from both literary and informational texts about the same topic. W.6.9.C

Learning Progression

a Determine evidence that will support the claims in a text. W.6.9..A

b Identify a claim. W.6.9..B

c Determine skills acquired in the reading literature, reading information text. W.6.9..C

d Actively explore fiction and nonfiction sources on a topic for writing. W.6.9..D

Range of Writing

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10 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 discipline-specific tasks, purposes, and audiences. W.6.10

Complexity a

a Write routinely for a range of disciplinespecific tasks, purposes, and audiences. W.6.10.A

Complexity b

b Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes, and audiences. W.6.10.B

Complexity c

c Participate in routine and varied writing activities. W.6.10.C

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Learning Progression

a Increase experience writing across a range of disciplines over time. W.6.10.LP.A

b Improve encoding automaticity and accuracy over time from baseline. W.6.10.LP.B

c Translate thoughts and communications into writing using technology and assistive technology as needed to develop independence. W.6.10.LP.C

d Encode/spell words during writing using letter/sound knowledge below. W.6.10.LP.D

e Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. W.6.10.LP.E

f Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. W.6.10.LP.F

g Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. W.6.10.LP.G

h Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. W.6.10.LP.H

i Identify the trigraphs -shr and -thr as blended phonemes used in words. W.6.10.LP.I

j Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. W.6.10.LP.J

k Identify the graphemes -ge and -dge as graphemes used at the end of words. W.6.10.LP.K

l Identify the graphemes -k and -ck as graphemes used at the end of words. W.6.10.LP.L

m Identify words containing the phonemes /j/ and /g/ represented by grapheme g. W.6.10.LP.M

n Identify words containing the phonemes /c/ and /s/ represented by grapheme c. W.6.10.LP.N

o Answer wh- questions related to grade-level/age appropriate text for the purpose of writing W.6.10.LP.O

p Encoding W.6.10.LP.P

q Break a word into phonemes for the purpose of encoding. W.6.10.LP.Q

r Break a word into onset/first sound and rime for the purpose of encoding. W.6.10.LP.R

s Break a word into syllables for the purpose of encoding. W.6.10.LP.S

t Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. W.6.10.LP.T

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u Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing. W.6.10.LP.U

v Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) W.6.10.LP.V

w Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) W.6.10.LP.W

x Encoding W.6.10.LP.X

y Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) W.6.10.LP.Y

z Build words with three-consonant blends. W.6.10.LP.Z

aa Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) W.6.10.LP.AA

ab Build words with two-consonant blends. W.6.10.LP.AB

ac Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) W.6.10.LP.AC

ad Build/encode words with digraphs. W.6.10.LP.AD

ae Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) W.6.10.LP.AE

af Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) W.6.10.LP.AF

ag Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words W.6.10.LP.AG

ah Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) W.6.10.LP.AH

ai Phonological Awareness (detailed further in learning progression in Reading Foundations) W.6.10.LP.AI

aj Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed. W.6.10.LP.AJ

ak Engage in communication for writing. W.6.10.LP.AK

al Actively participate in shared writing. W.6.10.LP.AL

Speaking and Listening **Comprehension and Collaboration**

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1 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. SL.6.1

Complexity a

a Ask questions relevant to specific parts of the topic under discussion; share one idea. SL.6.1.A

Complexity b

b Actively listen to others and respond to their questions. SL.6.1.B

Complexity c

c Actively listen to one other person and respond to questions (use body language and gestures as signs of agreeing or disagreeing with the discussion). SL.6.1.C

Learning Progression

a Demonstrate body language that indicates agreement. SL.6.1.LP.A

b Demonstrate body language that indicates disagreement with an idea. SL.6.1.LP.B

c Employ active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.) SL.6.1.LP.C

d Distinguish key ideas from irrelevant ideas within a text. SL.6.1.LP.D

e Actively engage in verbal and/or nonverbal communication with peers. SL.6.1.LP.E

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2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2

Complexity a

a Identify the main points of a presentation and show how the points support the main idea or topic. SL.6.2.A

Complexity b

b Identify key details in a presentation and relate them to the main idea or claim. SL.6.2.B

Complexity c

c Identify the main idea from presentations in various media. SL.6.2.C

Learning Progression

a Discuss the meaning/purpose of the graphics. SL.6.2.LP.A

b Discuss how the graphic connects with the learner (e.g., how does it influence the learner?). SL.6.2.LP.B

c Discuss the significance of the graphic/manipulative SL.6.2.LP.C

d Distinguish key ideas from irrelevant ideas within a text. SL.6.2.LP.D

e Examine the various purposes of a presentation. SL.6.2.LP.E

f Examine the visual graphics used. SL.6.2.LP.F

g Actively engage in shared discussion using graphics and manipulative to make choices. SL.6.2.LP.G

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3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.3

Complexity a

a Identify a speaker's argument or claim and note the evidence provided to support the position. SL.6.3.A

Complexity b

b Identify a speaker's position on a topic by citing key details that were included. SL.6.3.B

Complexity c

c Identify a speaker's position on a topic. SL.6.3.C

Learning Progression

a Identify perspective. SL.6.3.LP.A

b Identify the speaker. SL.6.3.LP.B

c Identify why the speaker is important. SL.6.3.LP.C

d Identify details in a text. SL.6.3.LP.D

e Distinguish main points versus details. SL.6.3.LP.E

f Actively engage in a guided discussion about the main points of a text. SL.6.3.LP.F

Presentation of Knowledge and Ideas

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4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.4

Complexity a

a Present information in a clear, coherent message, using appropriate social conventions (e.g., eye contact, appropriate volume, expression, articulation). SL.6.4.A

Complexity b

b Communicate a coherent message using facts and details; apply appropriate social conventions (e.g., eye contact, appropriate volume). SL.6.4.B

Complexity c

c Communicate a claim or position to at least one other person. SL.6.4.C

Learning Progression

a Recognize that texts have overarching concepts that can be communicated. SL.6.4.LP.A

b When given a series of events, put them in logical order, following the timeline within the “story” SL.6.4.LP.B

c Examine the importance of details in a text. Why is it important? SL.6.4.LP.C

d Examine purpose in a text/ presentation SL.6.4.LP.D

e Recognize verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,). SL.6.4.LP.E

f Employ active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker’s point, etc.,). SL.6.4.LP.F

g Distinguish the difference between facts and opinions. SL.6.4.LP.G

h Actively engage with various reading materials on a topic. SL.6.4.LP.H

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5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.5

Complexity a

a Independently include one or more multimedia components to a presentation. SL.6.5.A

Complexity b

b Identify the multimedia components (audio, video, pictures, displays, maps, etc.) used in a presentation. SL.6.5.B

Complexity c

c Identify multimedia components (audio, video, pictures, displays, maps, etc.). SL.6.5.C

Learning Progression

a Examine the importance of multimedia in presentation. SL.6.5.LP.A

b Examine the many components of multimedia (e.g., text, audio, visual, or interactive). SL.6.5.LP.B

c Recognize how assistive technology interacts with digital media. SL.6.5.LP.C

d Employ assistive technology appropriately to create digital media. SL.6.5.LP.D

e Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print). SL.6.5.LP.E

f Actively engage in various formats on a chosen topic. SL.6.5.LP.F

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.6.6

Complexity a

a Communicate using formal English when a situation (e.g., classroom, office) warrants it. SL.6.6.A

Complexity b

b Identify the settings/ situations in which informal language is acceptable. SL.6.6.B

Complexity c

c Identify samples of speech that are appropriate in formal or informal situations. SL.6.6.C

Learning Progression

a Employ active listening skills. SL.6.6.LP.A

b Examine examples of active listening. SL.6.6.LP.B

c Discuss the difference between communication in informal and formal settings. SL.6.6.LP.C

d Actively engage (using any mode) in discussion with peers. SL.6.6.LP.D

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Language

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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. L.6.1

Complexity a

a Demonstrate the conventions of grammar when writing or speaking, including the correct use of pronouns. L.6.1.A

Complexity b

b Communicate using the conventions of standard English grammar, including Nouns, pronouns L.6.1.B

Complexity c

c Communicate using gestures, pictures, phrases, or other tools. L.6.1.C

Learning Progression

a Recognize a basic understanding of parts of speech. L.6.1.LP.A

b Demonstrate understanding of basic parts of speech. L.6.1.LP.B

c Explain how words act as parts of speech to perform specific functions in a sentence (e.g., a noun at the beginning of the sentence tells us what or who the sentence is about). L.6.1.LP.C

d List "conventions of standard English." L.6.1.LP.D

e Communicate using words, phrases or sentences during a writing or speaking activity. L.6.1.LP.E

f Identify an adjective. L.6.1.LP.F

g Identify a verb. L.6.1.LP.G

h Identify a noun. L.6.1.LP.H

i Actively engage in communication using gestures, objects, pictures or AAC. L.6.1.LP.I

j Actively engage during a writing or speaking activity L.6.1.LP.J

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2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a.Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. b.Spell words correctly L.6.2

Complexity a

a Generate compound or complex sentences, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC). L.6.2.A

Complexity b

b Generate simple and compound sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources. L.6.2.B

Complexity c

c Identify capital letters for familiar names and at the beginning of sentences. Identify appropriate punctuation at the ends of sentences. L.6.2.C

Learning Progression

a Given choices, identify period, comma, parentheses, and dashes. L.6.2.LP.A

b Identify the function of commas. L.6.2.LP.B

c Understand the basic punctuation used in a sentence (i.e., commas, periods) and their uses. L.6.2.LP.C

d Encode/spell common words using phone-grapheme mapping. L.6.2.LP.D

e Identify ending punctuation. L.6.2.LP.E

f Identify sentences. L.6.2.LP.F

g Identify proper nouns. L.6.2.LP.G

h Identify names of people and places. L.6.2.LP.H

i Identify the beginning of a sentence. L.6.2.LP.I

j Recognize the difference between capital and lowercase letters. L.6.2.LP.J

k Name all 26 letters in the alphabet. L.6.2.LP.K

l Recognize letters vs. numbers. L.6.2.LP.L

m Actively engage during a writing activity. L.6.2.LP.M

Knowledge of Language

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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Vary sentence patterns for meaning, reader/ listener interest, and style. b.Maintain consistency in style and tone. L.6.3

Complexity a

a Use a variety of sentence patterns when speaking or writing; be consistent in the style of speaking or writing throughout the presentation or composition. L.6.3.A

Complexity b

b Use a variety of sentence patterns when speaking or writing. L.6.3.B

Complexity c

c Communicate a message that expresses a complete thought (e.g., wants and needs in student's preferred mode of communication). L.6.3.C

Learning Progression

a Define writing style. L.6.3.LP.A

b Define tone, or the attitude the writer or speaker has when communicating their message. L.6.3.LP.B

c Recognize that the writer has some control over how the reader responds and feels when reading a piece of writing or listening to a speaker. L.6.3.LP.C

d Demonstrate a basic knowledge of sentence structures. L.6.3.LP.D

e Demonstrate a basic knowledge of the use of phrases, clauses, and other sentence organizational elements (e.g., active vs. passive voice, inverted sentences). L.6.3.LP.E

f Recognize how sentence types aide in fluency or create emphasis. L.6.3.LP.F

g Actively engage (through any mode of communication) in a conversation with one participant. L.6.3.LP.G

Vocabulary Acquisition and Use

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4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b.Use common, gradeappropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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 part of speech. 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). L.6.4

Complexity a

a Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases. L.6.4.A

Complexity b

b Use sentence or paragraph-level context to determine the meaning of a word in a particular context; apply understanding of common affixes (e.g., un , re-, -ed, -es, ing) to determine word meaning. L.6.4.B

Complexity c

c Determine the meaning of a word using context clues, including graphics and/or word root and common morphemes. L.6.4.C

Learning Progression

a Connect a word or picture to its correct meaning. L.6.4.LP.A

b Connect the meaning of a word to its sentence or paragraph level context. L.6.4.LP.B

c Demonstrate a basic understanding of work denotation (dictionary definition). L.6.4.LP.C

d Match affixes to appropriate roots to form words. L.6.4.LP.D

e Demonstrate knowledge of how to use a dictionary to find words. L.6.4.LP.E

f Label the parts of a dictionary definition. L.6.4.LP.F

g Determine which connotation is appropriate to use in a sentence base on the context. L.6.4.LP.G

h Recognize that words can be broken down into smaller parts called roots and affixes. L.6.4.LP.H

i Recognize how roots and affixes work to form words that have various meanings. L.6.4.LP.I

j Actively engage with objects, tactile, graphics, or other sensory experiences to better understand the meaning of words. L.6.4.LP.J

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/ whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty). L.6.5

Complexity a

a Explain the meaning of figures of speech; explain the different connotations of words that address a similar concept (e.g., irritated vs. angry). L.6.5.A

Complexity b

b Identify the relationship between words and phrases such part-whole, cause/effect. L.6.5.B

Complexity c

c Identify connections between words and their uses. L.6.5.C

Learning Progression

a Demonstrates a foundation in denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word). L.6.5.LP.A

b Identify when a word or phrase is being used in a nonliteral way. (figure of speech, idiom) L.6.5.LP.B

c Recognize words that share meaning. L.6.5.LP.C

d Recognize conceptual differences (e.g., hot/cold) L.6.5.LP.D

e Match words that are related in some way (e.g., cause/ effect, part/whole, item/category) L.6.5.LP.E

f Match words with their literal and alternate meanings. L.6.5.LP.F

g Recognize that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb) L.6.5.LP.G

h Choose words to clarify meaning. L.6.5.LP.H

i Communicate by connecting words to convey meaning. L.6.5.LP.I

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6 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.6.6

Complexity a

a Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing. L.6.6.A

Complexity b

b Use grade-level, age-appropriate academic and content-specific words and phrases in conversations. L.6.6.B

Complexity c

c Communicate using grade-level words and phrases acquired through interactions with others. L.6.6.C

Learning Progression

a Choose appropriate domain-specific words from a word bank for writing or speaking during a learning activity. L.6.6.LP.A

b Identify grade-level academic words L.6.6.LP.B

c Identify domain-specific words L.6.6.LP.C

d Actively engage in the reading of various content-area texts. L.6.6.LP.D