

# 6<sup>th</sup> Grade

## Kentucky Academic Standards with Targets



### English Language Arts

<b>CCR: Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key ideas and Details</b>	<b>Grade: 6</b>	<b>Standard #: 1</b>
<b>Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize: <ul style="list-style-type: none"> <li>• explicit textual evidence</li> <li>• inferences made in text</li> </ul>	Analyze text to: <ul style="list-style-type: none"> <li>• cite textual evidence which is explicitly stated</li> <li>• infer</li> </ul>		

### English Language Arts

<b>CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 6</b>	<b>Standard #: 2</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> <li>• theme</li> <li>• and understand the central idea of a text</li> </ul> Identify supporting details of the main idea or theme of a text  Summarize a text based on facts	Analyze supporting details used to determine theme or central idea  Distinguish between textual facts and opinions  Formulate a summary based on facts from the text		

### English Language Arts

<b>CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 6</b>	<b>Standard #: 3</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a series of episodes (e.g., rising action, etc.) within a specific story or drama  Identify character types and traits	Describe how a plot unfolds in a series of episodes  Explain how character(s) respond or change over the course of the story or drama		

### English Language Arts

<b>CCR: 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.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 6</b>	<b>Standard #: 4</b>
<b>Standard: 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 or tone.</b>			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify words and phrases including: <ul style="list-style-type: none"> <li>• figurative</li> <li>• connotative</li> </ul> as used in a text  Identify tone in a text	Interpret the meaning of words and phrases including: <ul style="list-style-type: none"> <li>• figurative meanings</li> <li>• connotative meanings</li> </ul> as they are used in a text  Analyze the impact of word choice on meaning  Analyze the impact of word choice on tone		

### English Language Arts

<b>CCR: Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 6</b>	<b>Standard #: 5</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the various structures of literacy text  Identify the: <ul style="list-style-type: none"> <li>• theme</li> <li>• plot</li> <li>• setting</li> </ul> of a text	Analyze how a: <ul style="list-style-type: none"> <li>• particular sentence</li> <li>• chapter</li> <li>• scene</li> <li>• stanza</li> </ul> fits into the overall structure of a text  Analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of: <ul style="list-style-type: none"> <li>• theme</li> <li>• setting or</li> <li>• plot</li> </ul>		

### English Language Arts

<b>CCR: Assess how point of view or purpose shapes content and style.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft &amp; Structure</b>	<b>Grade: 6</b>	<b>Standard #: 6</b>
<b>Standard: Explain how an author develops the point of view of the narrator or speaker in a text.</b>			
<b>Type:    X    Knowledge    _____ Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Recognize strategies authors use to develop point of view, (e.g., revealing character’s thoughts and actions, dialogue, what other characters say or think about that character)</p> <p>Identify details or examples in a text where the author develops the point of view of the narrator or the speaker</p>	<p>Compare and contrast point of view of the narrator to characters in a text</p> <p>Analyze how the author develops these different points of view</p>		

**English Language Arts**

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 7</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Define compare and contrast  Recognize multiple text formats: <ul style="list-style-type: none"> <li>• audio</li> <li>• video</li> <li>• live version</li> </ul>	Determine the similarities of the experience of reading a: <ul style="list-style-type: none"> <li>• story</li> <li>• drama</li> <li>• poem</li> </ul> to listening to or viewing the audio, video, or live version of the text  Determine the differences of the experience of reading a: <ul style="list-style-type: none"> <li>• story</li> <li>• drama</li> <li>• poem</li> </ul> to listening to or viewing the audio, video, or live version of the text		

	Contrast what is seen/heard in text when reading watching or listening		
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### English Language Arts

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster:</b>	<b>Grade: 6</b>	<b>Standard #: 8</b>
<b>Standard: Not applicable to literature</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
<b>Strand: Reading for Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 9</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the : <ul style="list-style-type: none"> <li>• characteristics of different genres (e.g., stories, poems, historical novels, fantasy stories)</li> <li>• theme in two or more genres (e.g., stories, poems, historical novels, fantasy stories)</li> <li>• topic in two or more genres (e.g., stories, poems, historical novels, fantasy stories)</li> </ul>	Compare and contrast how two or more stories of the same genre approach a similar: <ul style="list-style-type: none"> <li>• theme</li> <li>• topic</li> </ul>		

### English Language Arts

<b>CCR: Read and comprehend complex literary and informational text independently and proficiently.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 6</b>	<b>Standard: 10</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>    </u> X    Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in literary text: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed	Comprehend independently in literary text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed		

### English Language Arts

<b>CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual when writing or speaking to support conclusions drawn from the text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 6</b>	<b>Standard #: 1</b>
<b>Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Locate textual evidence that supports what the text says  Recognize textual evidence that supports inferences drawn from the text	Determine the evidence that supports the explicit analysis of the text  Cite examples of textual evidence that supports inferences drawn from the text		

### English Language Arts

<b>CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 6</b>	<b>Standard #: 2</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• central idea of text</li> <li>• supporting details of a text</li> </ul> Define and understand the influence of personal opinion and judgment when reading a text	Analyze text to determine the central idea and supporting details  Recognize particular details used to support the central idea of a text  Provide a non-biased summary based on the text		

### English Language Arts

<b>CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 6</b>	<b>Standard #: 3</b>
<b>Standard: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas about <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas</li> </ul> stated in text  Define anecdote	Analyze how key <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas</li> </ul> in a text are introduced, illustrated, and elaborated  Analyze evidence in text to support key idea		

### English Language Arts

<b>CCR: 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.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 6</b>	<b>Standard #: 4</b>
<b>Standard: Determine the meanings of words and phrases as they are used in a text including figurative, connotative, and technical meanings.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> <li>• technical words and phrases</li> </ul> in a text	Determine meaning of words and phrases, including the: <ul style="list-style-type: none"> <li>• figurative</li> <li>• connotative</li> <li>• technical</li> </ul> meanings of words and phrases as they are used in a text		

### English Language Arts

<b>CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 6</b>	<b>Standard #: 5</b>
<b>Standard: 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.</b>			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine text structure: <ul style="list-style-type: none"> <li>• (e.g., chronology</li> <li>• comparison</li> <li>• cause/effect</li> <li>• problem/solution)</li> </ul>	Analyze how particular: <ul style="list-style-type: none"> <li>• sentences,</li> <li>• paragraphs,</li> <li>• chapter or section</li> </ul> fits into the overall structure of a text  Analyze how particular: <ul style="list-style-type: none"> <li>• sentences</li> <li>• paragraphs</li> <li>• chapter or section</li> </ul> contributes to the overall development of the ideas		

**English Language Arts**

<b>CCR: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 6</b>	<b>Standard #: 6</b>
<b>Standard: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</b>			
<b>Type: _____ Knowledge _____ X _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Determine the author’s point of view or purpose of a text  Identify details or examples in a text where the author develops the point of view or purpose of the text	Explain how the author conveys his/her point of view throughout the text		

### English Language Arts

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 7</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize how to access information from different: <ul style="list-style-type: none"> <li>• media</li> <li>• formats</li> </ul> Identify: <ul style="list-style-type: none"> <li>• topic</li> <li>• issue</li> </ul>	Integrate information taken from various media, formats, or text  Demonstrate coherent understanding of the topic or issue using information from various media/formats		

### English Language Arts

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 8</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define : <ul style="list-style-type: none"> <li>• an argument</li> <li>• a claim</li> </ul> Identify the argument in a text  Identify reasons and evidence in the text	Trace the argument and specific claims in a text  Distinguish between supported and unsupported claims  Evaluate the argument and its specific claims in a text		

### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 9</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• events common to both texts</li> <li>• an author’s presentation of events</li> </ul>	Compare and contrast the common events in texts written by different authors (e.g. memoir written by a biography on the same person)		

**English Language Arts**

<b>CCR: Read and comprehend complex literary and informational text independently and proficiently.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Range of Text Complexity</b>	<b>Grade: 6</b>	<b>Standard: 10</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify/understand in an informational text: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and Ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary	Comprehend independently in an informational text: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary		

## English Language Arts

<b>CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types and Purposes</b>	<b>Grade: 6</b>	<b>Standard #: 1</b>
<b>Standard: Write arguments to support claims with clear reasons and relevant evidence.</b> <ol style="list-style-type: none"> <li>a. Introduce claim(s), and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ol>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ X _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify credible sources  Recognize: <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clauses</li> </ul> that show relationships among claim(s) and reasons	Determine how to introduce claim(s)  Organize reasons and evidence clearly  Formulate support for claims with clear reasons and relevant evidence  Evaluate : <ul style="list-style-type: none"> <li>• credibility of sources used</li> <li>• relevance of the evidence</li> </ul>		Write an argument to support claims, including: <ul style="list-style-type: none"> <li>• an introduction to claim(s)</li> <li>• clear organization of reasons and evidence</li> <li>• claims supported by clear reasons and relevant evidence</li> <li>• credible sources</li> <li>• a clear understanding of the topic or text under investigation</li> </ul>

<p>Recognize:</p> <ul style="list-style-type: none"> <li>• claims</li> <li>• relevance</li> <li>• evidence</li> </ul> <p>Identify and define formal style</p> <p>Explain the argument presented</p>	<p>Demonstrate an understanding of the topic or text</p> <p>Clarify relationships among claims and reasons</p> <p>Establish and maintain a formal style</p> <p>Plan an appropriate concluding statement that follows from the argument presented</p>		<ul style="list-style-type: none"> <li>• words, phrases and clauses that clarify relationships among claim(s) and reasons</li> <li>• establishes and maintains a formal style</li> <li>• a concluding statement or section that follows from the argument presented</li> </ul>
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## English Language Arts

<b>CCR: Write informative/explanatory texts to examine and convey complex ideas and informative clearly and accurately through the effective selection, organization and analysis of content.</b>			
<b>Strand:</b> Writing	<b>Cluster:</b> Text Types and Purposes	<b>Grade:</b> 6	<b>Standard #:</b> 2
<p><b>Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept.</b></p> <ol style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definitions, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information, and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain about the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>			
<p><b>Type:</b> _____ Knowledge _____ Reasoning _____ Performance Skill _____ <b>X</b> _____ Product</p>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify formal styles of writing  Identify relevant: <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• examples</li> </ul>	Develop a topic with: <ul style="list-style-type: none"> <li>• relevant facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul>		Write informative/explanatory texts to: <ul style="list-style-type: none"> <li>• examine a topic</li> <li>• convey ideas</li> <li>• convey concepts</li> <li>• convey information</li> </ul> through: <ul style="list-style-type: none"> <li>• text selection</li> <li>• organization</li> </ul>

<p>Identify:</p> <ul style="list-style-type: none"> <li>• various transitions that clarify relationships among ideas and concepts</li> <li>• precise language and domain-specific vocabulary related to the topic</li> <li>• a concluding statement or section that follows from the information or explanation presented</li> </ul>	<p>Determine when to include:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>to aid comprehension</p> <p>Select various transitions that clarify relationships among ideas and concepts</p> <p>Determine how to organize:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• concepts</li> <li>• information</li> </ul> <p>Determine when to use various strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast,</li> <li>• cause/effect</li> </ul> <p>Select precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented</p>		<ul style="list-style-type: none"> <li>• analysis of relevant concept</li> </ul> <p>Introduce and develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Organize ideas, concepts, and information using strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>when useful in aiding comprehension</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p>
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			Establish and maintain a formal style  Provide a concluding statement or section that follows from the information or explanation presented
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### English Language Arts

<b>CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types &amp; Purposes</b>	<b>Grade: 6</b>	<b>Standard #: 3</b>
<p><b>Standard: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>			
<p>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</p>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Describe the characteristics of a narrative</p> <p>Describe a variety of ways authors engage readers</p> <p>Identify how writers use transitional words, phrases, clauses to signal change in a narrative</p>	<p>Use a variety of techniques to engage the reader and establish context</p>		<p>Write a narrative to develop real or imaginative experiences or events that:</p> <ul style="list-style-type: none"> <li>• engages the reader and establishes a context</li> <li>• uses techniques such as dialogue and description to develop experiences, events, characters</li> </ul>

	<p>Analyze narrative techniques such as:</p> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• pacing</li> <li>• description</li> </ul> <p>to develop experiences, events, and/or characters</p> <p>Critique a variety of transition :</p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clause</li> </ul> <p>to convey sequence and signal shifts from one time frame or setting</p> <p>Compare and contrast relevant and irrelevant details in developing :</p> <ul style="list-style-type: none"> <li>• experiences</li> <li>• events</li> <li>• characters</li> </ul> <p>Analyze effective organizational patterns and conclusions</p> <p>Use precise words and phrases, relevant descriptive details and sensory language to develop experiences and events.</p>		<ul style="list-style-type: none"> <li>• uses a variety of transitions to convey sequence and signal shifts</li> <li>• uses appropriate precise, descriptive sensory language</li> <li>• leads to a conclusion</li> </ul>
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**English Language Arts**

<b>CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>			
<b>Strand: Writing</b>	<b>Cluster: Product and Distribution of Writing</b>	<b>Grade: 6</b>	<b>Standard #: 4</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
(The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)	<p>Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> <p>Determine suitable :</p> <ul style="list-style-type: none"> <li>• idea development strategies</li> <li>• organization</li> <li>• style</li> </ul> <p>appropriate to task, purpose and audience</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)</p>	(The underpinning skill targets can be found in Writing Standards 5, 6, 7, 10)	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> <li>• style</li> </ul> <p>appropriate to task, purpose and audience</p> <p>(Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>

### English Language Arts

<b>CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production and Distribution of Writing</b>	<b>Grade: 6</b>	<b>Standard: 5</b>
<b>Standard: 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 a command of Language standards 1-3 up to and including grade 6 on page 52).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 6 on page 52.)</p>	<p>With some guidance and support from peers and adults, students develop and strengthen writing by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach</li> </ul>		

**English Language Arts**

<b>CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production &amp; Distribution of Writing</b>	<b>Grade: 6</b>	<b>Standard #: 6</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Know how to download, save, upload, attach documents  Select appropriate word processing tools  Select appropriate tools for communicating and collaborating	Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others	Use technology, including the Internet, to produce and publish writing  Use technology to interact and collaborate with others  Use keyboarding skills to type three or more pages in a single sitting	

### English Language Arts

<b>CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 6</b>	<b>Standard #: 7</b>
<b>Standard: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Apply appropriate research and inquiry methods to conduct a research project</p> <p>Apply multiple resources to conduct short research projects</p>	<p>Determine sources to answer a research question</p> <p>Narrow/Refocus the inquiry by selecting information from multiple sources which will support or justify the answer</p> <p>Conduct steps for research to answer a question</p> <p>Conduct a short research project to answer a question with appropriate information derived from research in a variety of sources</p>		

### English Language Arts

<b>CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 6</b>	<b>Standard #: 8</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize a credible source	Assess the credibility of each source		
Define plagiarism			
Quote information from a source	Determine when to credit sources to avoid plagiarism		
Identify and provide basic bibliographic information for sources			
Gather relevant information from print and digital sources			
Paraphrase the data and conclusions of others			

### English Language Arts

<b>CCR: Draw evidence from literary or informational text to support analysis, reflection, and research.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 6</b>	<b>Standard #: 9</b>
<b>Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres...”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, ...”).			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research  Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research  Analyze key ideas and details in a text as evidence for support understanding of text  Reflect on key ideas and details in a text as evidence for support understanding of text		

### English Language Arts

<b>CCR: Writing 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.</b>			
<b>Strand: Writing</b>	<b>Cluster: Range of Writing</b>	<b>Grade: 6</b>	<b>Standard: 10</b>
<b>Standard: 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.</b>			
Type: _____ Knowledge _____ Reasoning <u>    X    </u> Performance Skill _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> for various types of writing  Identify the organizational structures for various types of writing	Determine when to write for either extended and/or shorter time frames based upon: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Determine appropriate organizational structure to use for various types of writing dependent upon: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul>	Write for various: <ul style="list-style-type: none"> <li>• tasks</li> <li>• purposes</li> <li>• audiences</li> </ul> over both extended and shorter time frames	.

## English Language Arts

<b>CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.</b>			
<b>Strand: Speaking &amp; Listening</b>	<b>Cluster: Comprehension &amp; Collaboration</b>	<b>Grade: 6</b>	<b>Standard #: 1</b>
<b>Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</b>			
<ul style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas from reading material	Reflect on discussion topics using evidence from the text, issue, and/or topic	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 6 topics and texts	
Identify components of a collegial discussion and planning	Define individual roles for particular discussions	Follow agreed-upon rules during discussion	
Recognize multiple perspectives and opposing viewpoints posed during discussions or presentations	Collaborate to set goals and deadlines	Carry out assigned roles during discussion	

	<p>Evaluate implementation of collegial discussions</p> <p>Justify ideas and responses shared with evidence from topic or text</p> <p>Formulate comments, questions, and responses based on evidence from the text or topic</p> <p>Paraphrase and reflect on multiple perspectives posed in discussions</p>	<p>Pose specific questions to clarify understanding and probe ideas presented</p> <p>Respond to questions with detail, using evidence from the topic or text</p> <p>Connect comments to the remarks of others</p> <p>Express ideas clearly referencing evidence from the topic or text</p>	
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### English Language Arts

<b>CCR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 6</b>	<b>Standard #: 2</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify details and information that contribute to the : <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue under study</li> </ul> of various media formats	Interpret information presented in various media and formats (e.g., visually, quantitatively, orally)  Explain how information contributes to a: <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue under study</li> </ul>		

### English Language Arts

<b>CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 6</b>	<b>Standard #: 3</b>
<b>Standard: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify: <ul style="list-style-type: none"> <li>• arguments</li> <li>• claims</li> <li>• reasons</li> <li>• evidence</li> </ul>	Distinguish between supported and unsupported claims  Delineate a speaker’s argument and specific claims		

**English Language Arts**

<b>CCR: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to the task, purpose and audience.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 4</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify: <ul style="list-style-type: none"> <li>• findings</li> <li>• claims</li> <li>• descriptions</li> <li>• facts</li> <li>• details</li> </ul> Identify: <ul style="list-style-type: none"> <li>• appropriate eye contact</li> <li>• adequate volume</li> <li>• clear pronunciation</li> </ul>	Determine: <ul style="list-style-type: none"> <li>• logical sequence</li> <li>• pertinent descriptions</li> <li>• facts and details that accentuate ideas or themes</li> </ul>	Give oral presentation to present claims and findings: <ul style="list-style-type: none"> <li>• sequencing ideas logically</li> <li>• using pertinent               <ul style="list-style-type: none"> <li>○ descriptions</li> <li>○ facts</li> <li>○ details</li> </ul> </li> </ul> to accentuate main ideas or themes  Use: <ul style="list-style-type: none"> <li>• appropriate eye contact</li> <li>• adequate volume</li> <li>• clear pronunciation</li> </ul>	

### English Language Arts

<b>CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 5</b>
<b>Standard: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize multimedia components	Clarify information  Determine what multimedia components : <ul style="list-style-type: none"> <li>• graphics</li> <li>• images</li> <li>• music</li> <li>• sound</li> </ul> will best clarify information in presentations  Determine what visual displays will best clarify information in presentations	Include technology with multiple components: <ul style="list-style-type: none"> <li>• music</li> <li>• images</li> <li>• graphics</li> <li>• sound</li> </ul> in a presentation to clarify information.  Incorporate visual displays in a presentation to clarify information.	

### English Language Arts

<b>CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 6</b>	<b>Standard #: 6</b>
<b>Standard: 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.)</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify formal and informal settings  Describe the qualities of : <ul style="list-style-type: none"> <li>• formal speech</li> <li>• informal speech</li> </ul> (The underpinning knowledge targets are found in Language Standards 1 and 3)	Distinguish between formal and informal speech  Determine if formal or informal speech is appropriate in the context of a given situation	Adapt speech to a given context or task when speaking  Demonstrate correct use of formal English when appropriate when speaking	

## English Language Arts

<b>CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>			
<b>Strand: Language</b>	<b>Cluster: Conventions of Standard English</b>	<b>Grade: 6</b>	<b>Standard #: 1</b>
<b>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</b> <b>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</b> <b>c. Recognize and correct inappropriate shifts in pronoun number and person.</b> <b>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b> <b>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.*</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize pronouns: <ul style="list-style-type: none"> <li>• Pronoun case: subjective, objective, possessive</li> <li>• Intensive pronouns (myself and ourselves)</li> <li>• vague pronouns</li> <li>• shifts in pronoun number and person</li> </ul> Recognize variations from standard English	Demonstrate command of the conventions of standard English grammar and usage when writing  Correct shifts in pronoun number and person  Correct vague pronouns Improve expression in language using strategies	Demonstrate command of the conventions of standard English grammar and usage when speaking  Place pronouns in the proper case  Use intensive pronouns  Use correct pronoun number and person	

Identify strategies to improve expression in language		Use correct vague pronouns Recognize variations from standard English in their own and others' speaking  Use strategies to improve expression in conventional language	
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### English Language Arts

<b>CCR: Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.</b>			
<b>Strand: Language</b>	<b>Cluster: Conventions of Standard English</b>	<b>Grade: 6</b>	<b>Standard #: 2</b>
<b>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</b> <b>b. Spell correctly.</b>			
<b>Type: <u>  X  </u> Knowledge <u>      </u> Reasoning <u>      </u> Performance Skill <u>      </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct capitalization, punctuation, and spelling when writing  Know punctuation rules for: <ul style="list-style-type: none"> <li>• commas</li> <li>• parentheses</li> <li>• dashes</li> </ul> Use commas to set off nonrestrictive/parenthetical elements  Use parentheses to set off nonrestrictive, parenthetical elements			

Use dashes to set off nonrestrictive/parenthetical elements			
Recall and apply spelling rules			
Identify and correct misspelled words			

### English Language Arts

<b>CCR: 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.</b>			
<b>Strand: Language</b>	<b>Cluster: Knowledge of Language</b>	<b>Grade: 6</b>	<b>Standard #: 3</b>
<b>Standard: Use knowledge of language and its conventions when writing, speaking, reading or listening.</b>			
<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>			
<b>Type:</b> _____ Knowledge _____ Reasoning _____ <b>X</b> _____ Performance Skill _____ Product			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize conventions of language for: <ul style="list-style-type: none"> <li>• writing</li> <li>• speaking</li> <li>• reading</li> <li>• listening</li> </ul> Recognize: <ul style="list-style-type: none"> <li>• various sentence patterns</li> <li>• style</li> <li>• tone</li> </ul>	Apply knowledge of language when: <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> Apply knowledge of language conventions when: <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> Determine when to vary sentence patterns for: <ul style="list-style-type: none"> <li>• meaning</li> <li>• reader/listener interest</li> <li>• style</li> </ul>	Use: <ul style="list-style-type: none"> <li>• knowledge of language when speaking</li> <li>• knowledge of language conventions when speaking</li> </ul> Vary sentence patterns for: <ul style="list-style-type: none"> <li>• meaning</li> <li>• listener interest</li> <li>• style</li> </ul> while speaking  Maintain consistency in style and tone while speaking	

	Maintain consistency in style and tone when writing		
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**English Language Arts**

<b>CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 6</b>	<b>Standard #: 4</b>
<p><b>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <ol style="list-style-type: none"> <li><b>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></li> <li><b>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</b></li> <li><b>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.</b></li> <li><b>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).</b></li> </ol>			
<p><b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b></p>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
<p>Identify:</p> <ul style="list-style-type: none"> <li>• common context clues in text (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence)</li> <li>• Greek affixes and roots</li> </ul>	<p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> <li>• using context as a clue to the overall meaning of a word or phrase</li> <li>• using Greek and Latin affixes and roots as clues to the meaning of a word</li> </ul>		

<ul style="list-style-type: none"> <li>• Latin affixes and roots</li> </ul> <p>Recognize and use pronunciation symbols</p> <p>Use common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word</p> <p>Consult print and digital reference materials to:</p> <ul style="list-style-type: none"> <li>• find the pronunciation of a word</li> <li>• clarify a word’s precise meaning</li> <li>• determine a word’s part of speech</li> </ul>	<p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>		
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### English Language Arts

<b>CCR: Demonstrate understanding of figurative language, word relationship, and nuances in word meanings.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 6</b>	<b>Standard #: 5</b>
<b>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</b> <b>a. Interpret figures of speech(e.g., personification) in context.</b> <b>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</b> <b>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Interpret different types of figures of speech (e.g., personification)	Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context		
Distinguish among the different types of word relationships (e.g., cause/effect, part/whole, item/category)	Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity		
Define the terms denotations and connotations of words	Distinguish among the connotations of words with similar denotations (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> )		

### English Language Arts

<b>CCR: Acquire and use accurately general academic and domain -specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 6</b>	<b>Standard: 6</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    _____ X _____ Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify general academic and domain specific words and phrases that are grade appropriate  Gather vocabulary knowledge when considering words and phrases important to comprehension or expression	Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words  Apply and use knowledge of vocabulary w hen considering words and phrases important to comprehension of expression  Select appropriate resources to aid in gathering vocabulary knowledge		