

GRADE SIX				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
READING INFORMATION		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
KEY IDEAS & DETAILS	<b>6. RI.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Content/concrete idea</li> <li>Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information from the text</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Good readers use strong textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make strongly implied inferences about content, concrete ideas and author's decisions in a text</li> <li>Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text</li> <li>Use the combination of explicitly stated information, background knowledge, , and connections from the text to answer questions they have as they read</li> <li>Make critical or analytical judgments to make generalization</li> <li>Create self-motivated interpretations of text that are adapted during and after reading</li> <li>Draw conclusions about events in a text</li> <li>Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis</li> </ul>
	<b>6. RI.2:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to explain (e.g., what and why)</li> <li>Central/main idea</li> <li>Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)</li> <li>Different purposes for graphic organizers, based on structure of text</li> <li>Difference between central/ main ideas and key details in an informational text</li> <li>Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts</li> </ul>	<ul style="list-style-type: none"> <li>Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of the text.</li> <li>Good readers use key details in an informational text to identify the main topic.</li> <li>Good readers develop effective summaries that capture the main ideas of informational text and excludes personal opinions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>Determine central/main idea of an informational text</li> <li>Recognize how ideas are organized in an informational text</li> <li>Describe or graphically represent the relationship between central/main ideas and details</li> <li>Explain how the main ideas are supported by key details</li> <li>Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments</li> <li>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</li> </ul>

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LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
KEY IDEAS & DETAILS	<b>6. RI.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze (e.g., explanation of what, why and how)</li> <li>• Key ideas/concepts, individuals, events, steps/procedures in informational texts.</li> <li>• Specific details that explain key ideas, individuals, events, steps/procedures, etc.</li> <li>• Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)</li> <li>• Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)</li> <li>• Transition/linking words that assist explanations and analysis (e.g., because, then, as a consequence, in contrast) for informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• Authors select purposeful strategies to develop informational texts.</li> <li>• Good readers analyze the development of individuals, events, ideas/concepts or steps/procedures in order to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the events, key ideas/concepts, procedures, etc. in a variety of informational/technical texts</li> <li>• Identify the specific details/information that develop individuals, events, procedures, ideas, or concepts in informational and technical texts</li> <li>• Identify words/phrases that signal relationships and interactions between and among ideas, events, procedures, individuals</li> <li>• Describe how relationships and interactions between ideas/ concepts, individuals, and events develop informational/technical texts</li> <li>• Use text details to analyze how author’s development choices reveal the message (e.g., how author introduces, illustrates, elaborates information)</li> </ul>

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LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING INFORMATION				
CRAFT AND STRUCTURE	<b>6. RI.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Word choice</li> <li>• Context clues</li> <li>• Literal/ Denotative meaning</li> <li>• Connotative meaning</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make purposeful language choices to enhance the meaning of informational text(s).</li> <li>• Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Differentiate between literal and non-literal meaning</li> <li>• Identify and interpret figurative language</li> <li>• Describe how figurative language and other language choices enhance and extend meaning</li> <li>• 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</li> </ul>
	<b>6. RI.5:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Word choice</li> <li>• Context clues</li> <li>• Literal/ Denotative meaning</li> <li>• Connotative meaning</li> <li>• Technical meaning</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole)</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use various patterns of organization and text features to chunk and organize the information so readers can deconstruct the text.</li> <li>• Authors' choices of structures, features, etc. control the central idea and the readers' perceptions</li> <li>• Good readers know that recognizing how a text is structured is one key to making meaning from text.</li> <li>• Good readers understand the structures and features of a text, and use them to make sense of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify text features</li> <li>• Identify text structures</li> <li>• Identify text's purpose and central idea</li> <li>• Describe the connections between text features and the text's purpose and theme</li> <li>• Make connections between author's choice of text structure and the text's purpose and central idea</li> <li>• Explain how structure and/or features enhance text's purpose and central idea</li> <li>• Describe the relationship between text organization and development of ideas</li> <li>• 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</li> </ul>
	<b>6. RI.6:</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to explain</li> <li>• Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text</li> <li>• Point of view (e.g., first person, third person)</li> <li>• Author's viewpoint/focus/attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Audience</li> <li>• Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).</li> <li>• Author's choices distinguish their position, viewpoint, or attitude from that of others.</li> <li>• Good readers analyze the text to better understand the author's viewpoint/attitude and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the author's overall purpose for writing a text</li> <li>• Identify the intended audience</li> <li>• Describe how the author addresses the needs of the audience</li> <li>• Identify the author's viewpoint in a text</li> <li>• Describe how the author's choices reflect his/her attitude, viewpoint, focus, or bias</li> <li>• Describe how the author's choices shape the content</li> <li>• Explain how the purpose or point of view is conveyed in a text</li> </ul>

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LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
READING INFORMATION		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
INTEGRATION OF KNOWLEDGE	<b>6. RI.7:</b> 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.	<ul style="list-style-type: none"> <li>Media formats (e.g., visual, oral, quantitative)</li> <li>Text and media topic/message/issue</li> <li>Relevant vs. irrelevant information</li> <li>Reliable vs. unreliable resources</li> <li>Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on web pages, audio, video)</li> </ul>	<ul style="list-style-type: none"> <li>Authors make decisions about their presentation of information in order to convey a specific message.</li> <li>Readers' and viewers' develop a coherent understanding of topics or issues by integrating information from a variety of media or formats.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between relevant vs. interesting or irrelevant information</li> <li>Distinguish between reliable vs. unreliable resources</li> <li>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</li> </ul>
	<b>6. RI.8:</b> 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.	<ul style="list-style-type: none"> <li>Recall arguments and claims of a text</li> <li>Identify reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the argument and specific claims</li> <li>Evaluate the argument and claims for support</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>6. RI.9:</b> 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).	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>Compare/contrast</li> <li>Author's purpose for writing</li> <li>Purpose for gathering information</li> <li>Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)</li> <li>How to integrate information in a purposeful way</li> </ul>	<ul style="list-style-type: none"> <li>Authors of informational text make choices about how to present information and key details on topics and events depending on their purpose.</li> <li>Good readers make meaning of informational texts by comparing and contrasting the presentation of important information and events presented in texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the most important information and events from texts used for a given purpose</li> <li>Use a method for managing and organizing selected information</li> <li>Integrate information from texts on the same topic by different authors</li> <li>Compare and contrast one author's presentation of events with that of another</li> </ul>
RANGE OF READING	<b>6. RI.10:</b> 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.	<ul style="list-style-type: none"> <li>Know: Identify key ideas, details, craft, structure, and integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend key ideas, details, craft, structure, and integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

GRADE SIX				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING LITERATURE				
KEY IDEAS & DETAILS	<b>6. RL.1: Cite</b> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Characteristics of an analysis</li> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Author's decisions (e.g., word choice, point of view, literary elements, tone, style)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make implied inferences about author's decisions and literary elements in a text</li> <li>Identify/cite appropriate text support for inferences about author's decisions and literary elements in a text</li> <li>Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>Make critical or analytical judgments to make generalizations</li> <li>Create self-motivated interpretations of text that are adapted during and after reading</li> <li>Draw conclusions about characters and events in a text.</li> <li>Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis</li> </ul>
	<b>6. RL.2: Determine</b> 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.	<ul style="list-style-type: none"> <li>Literary texts</li> <li>How to summarize</li> <li>Central/main idea</li> <li>Theme</li> <li>Difference between central ideas and supporting details in a story</li> <li>Characteristics of an effective summary for literary texts (e.g., difference between personal opinion and judgment)</li> <li>Dialogue</li> <li>Character actions, feelings, words, and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Authors of literary texts include details that help readers determine the theme or central idea.</li> <li>Good readers create effective summaries that include central ideas and supporting details that are distinct from personal opinion or judgments.</li> </ul>	<ul style="list-style-type: none"> <li>Describe or graphically represent the relationship between central ideas and supporting details.</li> <li>Determine a theme or central idea of literary text(s)</li> <li>Explain how particular details reveal a theme or convey the central idea</li> <li>Summarize a text capturing the most important parts of the original piece</li> <li>Summarize a text distinct from personal opinions or judgments</li> <li>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</li> </ul>

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COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING LITERATURE				
KEY IDEAS & DETAILS	<p><b>6. RL.3:</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<ul style="list-style-type: none"> <li>• Literary texts</li> <li>• Story Elements</li> <li>• Plot (flashback, climax/ turning point, resolution, foreshadowing)</li> <li>• Episodes</li> <li>• Conflicts (man vs. man, man vs. nature, etc.)</li> <li>• Characters types (e.g., flat/round) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain)</li> <li>• Setting (time, place)</li> <li>• Drama Elements</li> <li>• Acts</li> <li>• Scenes</li> <li>• Dialogue</li> <li>• Character actions, feelings, words, and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make choices about how the plot of a story or drama will unfold.</li> <li>• Good readers recognize how a particular story's or drama's plot unfolds.</li> <li>• Good readers understand how characters respond or change throughout literary text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the story elements in a literary work</li> <li>• Identify and describe elements of drama in a literary work</li> <li>• Identify, describe, and explain how the plot unfolds</li> <li>• Identify changes in setting</li> <li>• Identify character types and roles.</li> <li>• Describe character's actions, traits, words, and motivations.</li> <li>• Explain how the characters interact to develop the story/drama</li> <li>• Describe and explain (tell, write, or graphically represent) how a particular story's or drama's plot unfolds in a series of episodes</li> <li>• Describe and explain how a character responds or changes as the plot moves toward a resolution</li> </ul>

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COMMON CORE STANDARDS				
READING LITERATURE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	<b>6. RL.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>Literary text</li> <li>Word choice</li> <li>Context clues</li> <li>Literal/ Denotative meaning</li> <li>Connotative meaning</li> <li>Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom)</li> <li>Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>Mood</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Authors make purposeful choices to achieve an intended effect within text(s).</li> <li>Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues</li> <li>Use context clues to help unlock the meaning of unknown words/phrases</li> <li>Determine the appropriate definition of words that have more than one meaning</li> <li>Differentiate between literal and non-literal meaning</li> <li>Identify and interpret figurative language and literary devices</li> <li>Explain how figurative language and literary devices enhance and extend meaning</li> <li>Explain the impact of specific language choices by the author</li> <li>Explain how authors use language choices to create an effect (e.g., mood and tone)</li> <li>Analyze how specific language choices impact meaning and tone</li> <li>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</li> </ul>
	<b>6. RL.5:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> <li>Literary text</li> <li>How to analyze</li> <li>Various text structures (e.g., sentence, chapter, scene, stanza)</li> <li>Various patterns of organization (e.g., sequence/chronological order, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)</li> <li>Relationships between parts of text and whole text (as indicated by text features and structures)</li> <li>Genre characteristics</li> <li>Literary elements (e.g., setting, plot, theme)</li> </ul>	<ul style="list-style-type: none"> <li>Authors' choices of structures, features, etc. control the theme and the readers' perceptions.</li> <li>Good readers understand that recognizing how a text is structured is one key to making meaning from text.</li> <li>Text structures and features help the writer chunk and organize the information so readers can deconstruct the text.</li> <li>When readers understand the structure of a text, they can more easily make sense of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Identify genre</li> <li>Identify text features</li> <li>Identify text structures</li> <li>Identify text's purpose and theme</li> <li>Make predictions about text based on its text structures</li> <li>Describe the connections between text structure and the text's purpose and theme</li> <li>Make connections between author's choice of text structure and the text's purpose and theme</li> <li>Explain how structure enhances the text's purpose and theme</li> <li>Describe the relationship between text structure and development of ideas</li> <li>Describe the relationship between form/structure and meaning in text</li> <li>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</li> </ul>



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COMMON CORE STANDARDS				
READING LITERATURE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	<b>6. RL.6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> <li>Literary text(s)</li> <li>How to explain</li> <li>Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text</li> <li>Point of view (e.g., first person, third person, limited, omniscient)</li> <li>Author's view point</li> <li>Strategies for developing narrative texts(e.g., point of view, character development, dialogue)</li> </ul>	<ul style="list-style-type: none"> <li>An author develops texts by making choices, including point of view to achieve his/her purpose.</li> <li>Authors use the narrator and speaker (point of view) to control plot development, character, and central message or theme.</li> <li>Good readers recognize that the author develops the point of view of the narrator or speaker in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the author's overall purpose for writing a text</li> <li>Explain the differences between various points of view</li> <li>Describe how point of view affects a literary text</li> <li>Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author's purpose</li> <li>Explain how an author develops the point of view of the narrator or speaker in a text</li> </ul>
INTEGRATION OF KNOWLEDGE & IDEAS	<b>6.RL.7:</b> 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.	<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Genre (e.g., story, drama, poem)</li> <li>Versions of text (e.g., written, audio, video, live, print, digital)</li> <li>Media techniques-Visual (e.g., color, lighting, props, costumes)</li> <li>Media techniques-Oral (e.g., sound, voice inflection)</li> <li>Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea)</li> </ul>	<ul style="list-style-type: none"> <li>Authors'/directors' choices impact the reader's, listener's and viewer's perceptions of a text</li> <li>An individual's experience when reading a text is different from listening to or viewing a version of the same text.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the visualization that occurs when reading a text and explain how this contributes to understanding the story</li> <li>Describe the visualization that occurs when listening to an audio version of a text</li> <li>Explain how visualization, when reading or listening to a text, is different from viewing a video or live version of a text</li> <li>Compare and contrast author's choices in written text to the director's choices in audio, video or live versions of the text</li> <li>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.</li> </ul>
	<b>6. RL.9:</b> 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.		<ul style="list-style-type: none"> <li>Analyze how stories of different genre approach a similar theme and topic</li> <li>Compare and contrast how stories of the same genre approach a similar theme and topic</li> </ul>	
READING RANGE	<b>6.RL.10:</b> 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.	<ul style="list-style-type: none"> <li>Identify/understand key ideas and details</li> <li>Identify/understand craft and structure</li> <li>Identify/understand integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend key ideas and details</li> <li>Comprehend craft and structure</li> <li>Comprehend integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



# GRADE SIX

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LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
COMPREHENSION & COLLABORATION	<p><b>6.SL.1:</b> 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.</p> <ul style="list-style-type: none"> <li>6. SL.1a: 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>6. SL.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>6. SL.1c: 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>6. SL.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key ideas from reading material</li> <li>Identify components of a collegial discussion and planning</li> <li>Recognize multiple perspectives and opposing viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on discussion topics using evidence</li> <li>Define individual roles for particular discussions</li> <li>Collaborate to set goals and deadlines</li> <li>Justify ideas and responses shared with evidence</li> <li>Formulate comments, questions, and responses based on evidence</li> <li>Paraphrase and reflect on multiple perspectives posed in discussions</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a variety of discussions by listening and sharing acquired and prior knowledge</li> <li>Follow agreed-upon rules during discussion</li> <li>Carry out assigned roles during discussion</li> <li>Pose and respond to specific questions to clarify understanding</li> <li>Connect comments to others' remarks</li> <li>Express ideas clearly</li> </ul>
	<p><b>6. SL.2:</b> 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.</p>	<ul style="list-style-type: none"> <li>Identify details and information that contribute to the topic, text, and issues studied</li> </ul>	<ul style="list-style-type: none"> <li>Visually, quantitatively, and orally interpret information presented in various media and formats</li> <li>Explain how information contributes to a topic, text, or to an issue</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<p><b>6. SL.3:</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> <li>Define and identify arguments, claims, reasons, and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between supported and unsupported claims</li> <li>Delineate a speaker's argument and specific claims</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# GRADE SIX

GRADE SIX				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
PRESENTATION OF KNOWLEDGE	<b>6. SL.4:</b> 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.	<ul style="list-style-type: none"> <li>Identify findings, claims, descriptions, facts, and details</li> <li>Recognize appropriate eye contact, volume, and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Determine logical sequence and pertinent descriptions</li> <li>Determine facts and details that accentuate ideas or themes</li> </ul>	<ul style="list-style-type: none"> <li>Orally present claims and findings, sequencing ideas logically</li> <li>Orally present claims and findings using pertinent descriptions, facts, and details</li> <li>Use appropriate eye contact, volume, and clear pronunciation</li> </ul>
	<b>6. SL.5:</b> Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Clarify information</li> <li>Determine what multimedia components best clarify information in presentations</li> <li>Determine what visual displays will best clarify information in presentations</li> </ul>	<ul style="list-style-type: none"> <li>Include multimedia components in a presentation to clarify information</li> <li>Incorporate visual displays in a presentation to clarify information</li> </ul>
	<b>6. SL.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Recognize pronoun case: subjective, objective, possessive</li> <li>Recognize intensive pronouns (myself and ourselves)</li> <li>Recognize vague pronouns</li> <li>Recognize shifts in pronoun number and person</li> <li>Recognize variations from standard English</li> </ul>	<ul style="list-style-type: none"> <li>Correct shifts in pronoun number and person</li> <li>Correct vague pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Place pronouns in the proper case</li> <li>Use intensive pronouns</li> <li>Use correct pronoun number and person</li> <li>Use correct vague pronoun variations when speaking</li> <li>Demonstrate command of standard English grammar and usage when writing</li> <li>Demonstrate command of standard English grammar and usage when speaking</li> </ul>

# GRADE SIX

GRADE SIX				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
LANGUAGE				
CONVENTIONS OF STANDARD ENGLISH	<b>6. L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>6. L.1.a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>6. L.1.b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>6. L.1.c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>6. L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>6. L.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ul>	<ul style="list-style-type: none"> <li>Recognize pronoun case: subjective, objective, possessive</li> <li>Recognize intensive pronouns (myself and ourselves)</li> <li>Recognize vague pronouns</li> <li>Recognize shifts in pronoun number and person</li> <li>Recognize variations from standard English</li> </ul>	<ul style="list-style-type: none"> <li>Correct shifts in pronoun number and person</li> <li>Correct vague pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Place pronouns in the proper case</li> <li>Use intensive pronouns</li> <li>Use correct pronoun number and person</li> <li>Use correct vague pronoun variations when speaking</li> <li>Demonstrate command of standard English grammar and usage when writing</li> <li>Demonstrate command of standard English grammar and usage when speaking</li> </ul>
	<b>6. L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>6. L.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>6. L.2.b. Spell correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize correct capitalization, punctuation, and spelling</li> <li>Use proper punctuation for nonrestrictive/parenthetical elements</li> </ul>		<ul style="list-style-type: none"> <li>Apply spelling rules</li> </ul>
KNOWLEDGE OF LANGUAGE	<b>6. L.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>6. L.3.a. Vary sentence patterns for meaning, reader/ Listener interest, and style.*</li> <li>6. L.3.b. Maintain consistency in style and tone.*</li> </ul>	<ul style="list-style-type: none"> <li>Recognize language conventions for writing, speaking, reading and listening</li> <li>Recognize various sentence patterns</li> <li>Recognize style and tone</li> </ul>	<ul style="list-style-type: none"> <li>Apply language knowledge when writing, reading, and listening</li> <li>Apply knowledge of language conventions when writing, reading, and listening</li> <li>Determine when to vary sentence patterns for meaning, reader/listener interest, or style</li> <li>Maintain consistency in style and tone when writing</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of language and conventions when speaking</li> <li>Vary sentence patterns for meaning, listener interest, and style</li> <li>Maintain consistency in style and tone while speaking</li> </ul>

# GRADE SIX

GRADE SIX				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
LANGUAGE				
VOCABULARY ACQUISITION & USE	<b>6. L.4:</b> 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. <ul style="list-style-type: none"> <li>6. L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>6. L.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>6. L.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>6. L.4.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).</li> </ul>	<ul style="list-style-type: none"> <li>Identify common context clues</li> <li>Identify and define Greek and Latin affixes and roots</li> <li>Use common reference materials to find pronunciation, clarification of meaning, or part of speech</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of words using context clues or Greek and Latin affixes and roots</li> <li>Verify preliminary determination of a word's inferred meaning in context or a dictionary</li> <li>Choose from a range of vocabulary strategies to determine a word's meaning</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>6. L.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>6. L.5.a. Interpret figures of speech (e.g., personification) in context.</li> <li>6. L.5.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>6. L.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, wasteful, thrifty</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Interpret different types of figures of speech</li> <li>Distinguish among the different types of word relationships</li> <li>Define the terms denotations and connotations of words</li> </ul>	<ul style="list-style-type: none"> <li>Analyze text to locate figures of speech</li> <li>Analyze the relationship between particular words</li> <li>Distinguish among the connotations of words with similar denotations</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>6. L.6:</b> 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.	<ul style="list-style-type: none"> <li>Identify general academic and domain-specific words and phrases</li> <li>Gather vocabulary knowledge important to comprehension or expression</li> </ul>	<ul style="list-style-type: none"> <li>Accurately use words important to the comprehension of general academic and domain-specific words</li> <li>Apply vocabulary knowledge when considering words important to comprehension of expression</li> <li>Select appropriate resources to aid in gathering vocabulary knowledge.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# GRADE SIX

GRADE SIX				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	6. W.1: Write arguments to support claims with clear reasons and relevant evidence.	<ul style="list-style-type: none"> <li>Persuasion and argument</li> <li>Difference between relevant and irrelevant evidence</li> <li>Position/claim(s) (debatable issue as opposed to single-sided issue or report topic)</li> <li>Style (e.g., formal, informal, specific to audience)</li> <li>Reason(s) (e.g., claims, support)</li> <li>Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts)</li> <li>Reasoned and logical argument/case</li> <li>Primary sources</li> <li>Secondary sources (e.g., UDLlib/Search)</li> <li>Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions/action, provides background information, commands reader's attention)</li> <li>Awareness of audience</li> <li>Organizational pattern/ structure</li> <li>Cohesive and transitional devices (e.g., words, phrases, clauses)</li> <li>Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement)</li> <li>Effective persuasive and propaganda techniques (e.g., appeal to emotion, testimonial; avoiding logical fallacies such as name calling, exaggeration, bandwagon)</li> <li>Effective rhetorical devices (e.g., rhetorical question, repetition, direct address)</li> <li>Format choices (e.g., business letter, editorial, review, advertisements)</li> <li>Effective conclusion/hook that moves beyond summary (e.g., answer the "so what?" question about the significance of the issue)</li> </ul>	<ul style="list-style-type: none"> <li>Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position.</li> <li>Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a debatable issue</li> <li>Distinguish the pros and cons</li> <li>Select a position/claim(s)</li> <li>Develop a position/claim(s)</li> <li>Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides acknowledging the opposing point of view differentiating between relevant and irrelevant reasons/evidence including an appropriate variety of reasons/evidence including primary and secondary sources addressing the needs of the audience</li> <li>Prioritize the reasons/evidence</li> <li>Select an appropriate writing format</li> <li>Write arguments to support claim(s)s with clear reasons and relevant evidence by: introducing claim(s) organizing the reasons and evidence clearly supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text acknowledging alternate or opposing claim(s) providing a concluding statement or section that follows from the argument presented using words, phrases, and clauses, as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s), between reasons, and evidence, between claim(s) and counterclaim(s) establishing and maintaining a formal, consistent and appropriate style</li> </ul>
	<ul style="list-style-type: none"> <li>6. W.1a: Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>6. W.1b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>6. W.1c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>6. W1d: Establish and maintain a formal style.</li> <li>6. W.1e: Provide a concluding statement or section that follows from the argument presented.</li> </ul>			

# GRADE SIX

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p><b>6. W.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>6. W.2a: <i>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 when useful to aiding comprehension.</i></li> <li>6. W.2b: <i>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></li> <li>6. W.2c: <i>Use appropriate transitions to clarify the relationships among ideas and concepts.</i></li> <li>6. W.2d: <i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></li> <li>6. W.2e: <i>Establish and maintain a formal style.</i></li> <li>6. W.2f: <i>Provide a concluding statement or section that follows from the information or explanation presented.</i></li> </ul>	<ul style="list-style-type: none"> <li>Informative/explanatory writing</li> <li>Topic</li> <li>Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)</li> <li>Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)</li> <li>Formatting devices (e.g., headings)</li> <li>Graphics (e.g., charts, tables)</li> <li>Multimedia</li> <li>Domain-specific vocabulary</li> <li>Style (e.g., formal, informal, specific to audience)</li> <li>Primary sources</li> <li>Secondary sources (e.g., UDLlib/Search)</li> <li>Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis)</li> <li>Awareness of audience</li> <li>Transition words, phrases, clauses</li> <li>Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)</li> <li>Effective conclusion/hook that moves beyond summary (e.g., answer the “so what?” question about the significance of the issue)</li> </ul>	<ul style="list-style-type: none"> <li>Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly.</li> <li>Good authors use informative/explanatory writing to communicate information related to real-world tasks.</li> <li>Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>Good readers and writers write to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment</li> <li>Select an appropriate writing form</li> <li>Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose</li> <li>Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by engaging the reader with an introduction/ hook that presents the topic introducing the topic clearly organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect addressing the needs of the audience developing topic with relevant facts, definitions, concrete details, quotations or other information and examples using appropriate transitions to clarify the relationships among ideas and concepts using precise language and domain-specific vocabulary to inform about or explain the topic establishing and maintaining a formal style including formatting devices, graphics, and multimedia when useful to aiding comprehension providing a concluding statement or section that follows from the information or explanation presented</li> </ul>

# GRADE SIX

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p><b>6. W.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>6. W.3a: 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>6. W.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>6. W.3c: 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>6. W.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>6. W.3e: Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing</li> <li>Topic</li> <li>Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event)</li> <li>Character types</li> <li>Narrator</li> <li>Dialogue</li> <li>Elaboration</li> <li>Awareness of audience</li> <li>Description</li> <li>Reaction/response (e.g., Why was the event important? How did the event make you feel?)</li> <li>Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback)</li> <li>Relevant, concrete details/examples</li> <li>Difference between relevant and irrelevant details</li> <li>Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)</li> <li>Transitional words and phrases</li> <li>Closure/ending/conclusion</li> <li>Forms (e.g., short stories, journals, poems, personal essays, memoir)</li> <li>Mood/reader's reaction (e.g., humorous, light, mysterious)</li> </ul>	<ul style="list-style-type: none"> <li>Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.</li> <li>Good authors use model/example texts to guide them as they compose their own narrative pieces.</li> <li>Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Select/identify real or imagined experiences or event(s) to tell about</li> <li>Select/identify details about an event(s) and people differentiating between relevant and irrelevant details addressing the needs of the audience selecting an organizational pattern (sequence of events) appropriate for the topic and purpose</li> <li>Select an appropriate writing form</li> <li>Write narratives to develop real or imagined experiences or events using effective techniques descriptive details, and well-structured event sequences by orienting the reader by establishing a context and introducing a narrator and/or characters organizing an event sequence that unfolds naturally and logically using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events and/or characters using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events, and to create mood providing a conclusion that follows from the narrated experiences or events or achieves a desired effect</li> </ul>



# GRADE SIX

GRADE SIX				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
PRODUCTION & DISTRIBUTION	6. W.4: 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.)		<ul style="list-style-type: none"><li>Analyze the reason for writing to decide on task, purpose, or audience</li><li>Determine suitable idea development, organization, and style strategies</li></ul>	<ul style="list-style-type: none"><li>Produce clear and coherent writing with idea development, organization, and style</li></ul>
	6. W.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.	<ul style="list-style-type: none"><li>Recognize how to plan, revise, edit, rewrite, and try a new approach</li><li>Know how to edit for conventions</li></ul>	<ul style="list-style-type: none"><li>Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li></ul>	<ul style="list-style-type: none"><li></li></ul>
	6. W.6: 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.	<ul style="list-style-type: none"><li>Know how to download, save, upload, and attach documents</li><li>Select tools for communicating and collaborating</li></ul>	<ul style="list-style-type: none"><li>Select tools for communicating and collaborating</li></ul>	<ul style="list-style-type: none"><li>Use technology to collaborate, produce, and publish writing</li><li>Use keyboarding skills to type at least three pages in a single sitting</li></ul>
RESEARCH TO BUILD AND PRESNET KNOWLEDGE	6. W.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"><li>Select appropriate research and inquiry methods</li><li>Select multiple resources to conduct short research</li></ul>	<ul style="list-style-type: none"><li>Evaluate sources to answer a research question</li><li>Narrow/refocus the inquiry by selecting information from multiple sources</li></ul>	<ul style="list-style-type: none"><li>Conduct a short research project to answer a question</li></ul>
	6.W.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.	<ul style="list-style-type: none"><li>Recognize a credible source</li><li>Recognize plagiarism</li></ul>	<ul style="list-style-type: none"><li>Summarize information from print and digital sources</li><li>Assess the credibility of each source</li></ul>	<ul style="list-style-type: none"><li>Paraphrase and credit sources to avoid plagiarism</li><li>Provide basic bibliographic information</li></ul>
	6. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"><li>Identify key ideas and details to support conclusions</li><li>Cite textual evidence to analyze explicit text</li></ul>	<ul style="list-style-type: none"><li>Draw evidence as support for research</li><li>Analyze key ideas and details as evidence of understanding text</li><li>Reflect on key ideas and details as evidence of understanding text</li></ul>	<ul style="list-style-type: none"><li></li></ul>
WRITING RANGE	6. W.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.	<ul style="list-style-type: none"><li>Identify task, purpose, and audience for various types of writing</li><li>Identify and understand the various organizational structures</li></ul>	<ul style="list-style-type: none"><li>Determine when to write for short or extended time frame</li><li>Determine appropriate organizational structure for various writing</li></ul>	<ul style="list-style-type: none"><li>Write for various tasks, purposes, and audiences for short or extended time frames</li><li>Write for a range of discipline-specific tasks, purposes, and audiences</li></ul>