Creve Coeur School District 76   English Language Arts

Grade 6

English Language Arts (ELA) Practices
Students will be able to demonstrate the following practices at the cognitive level of this grade:
- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Understand other perspectives and cultures.*

Reading for Literature

Content	District Code	Essential Skill	1	2	3	4
Text Structure: Story Elements *ILS10 RL.6.5; ILS10 RL.6.3*	*6.RL.1*	Identify a series of episodes (i.e. exposition, rising action, climax, falling action, and resolution) within a story	I			M
	6.RL.2	Describe how plot unfolds in a series of episodes	I			M
	6.RL.3	Explain how character(s) respond or change over the course of a story or drama as the plot moves towards a resolution	I			M
Text Structure Organization of Text *ILS10 RL.6.5*	*6.RL.4*	Determine the various structures of a literary text and identify the theme, plot, setting, and conflict	I			M
	6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text	I			M
	6.RL.6	Analyze how each part (i.e. sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot)	I			M
Text Analysis Compare/Contrast *ILS10 RL.6.7*	*6.RL.7*	Define compare and contrast	I			M
	6.RL.8	Recognize multiple text formats: audio, video, and live version	I			M
	6.RL.9	Determine the similarities of the experience of reading a story, drama, and poem to listening to or viewing the audio, video, or live version of the text	I			M
	6.RL.10	Determine the differences of the experience of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the text	I			M
Text Analysis: Summarizing *ILS10 RL.6.2*	*6.RL.11*	Summarize a text based on facts	I			M
Text Analysis: Inference *ILS10 RL.6.1*	*6.RL.12*	Recognize inferences made in a text	M			
	6.RL.13	Analyze text to infer	M			
	6.RL.14	Identify the tone in a text (the tone can be inferred)		I	M	
Text Analysis: Theme/Central Idea; *ILS10 RL.6.2*	*6.RL.15*	Define central idea/theme		I	M	
	6.RL.16	State the central idea/theme of a text		I	M	
	6.RL.17	Identify supporting details of the main idea or theme of a text		I	M	
Text Analysis: Text Evidence (Support/Details), *ILS10 RL.6.1*	*6.RL.18*	Analyze text to cite textual evidence which is explicitly stated	I			M
	6.RL.19	Analyze supporting details used to determine theme or central idea	I			M
Text Analysis: Making Connections; *ILS10*	*6.RL.20*	See compare/contrast for making connections among different forms or genres (stories and poems, historical novels and fantasy stories)	I			M
Text Analysis: Questioning *ILS10*	*6.RL.21*	Not directly addressed within the standards. Questioning should be addressed through other standards for this grade level.		M		
Text Analysis: Point of View *ILS10 RL.6.3; ILS10 RL.6.6*	*6.RL.22*	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		M		
	6.RL.23	Cite details or examples in a text where the author develops the point of view of various characters or narrators		M		
	6.RL.24	Compare and contrast points of view of different characters or narrators		M		
	6.RL.25	Analyze how the author develops points of view of different characters		M		
	6.RL.26	Analyze how the author develops different points of view in a single text		M		
Vocabulary *ILS10 RL.6.4*	*6.RL.27*	Identify and interpret the meaning of words and phrases including: figurative v. literal and connotative v. denotative	I			M

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	6.RL.28	Analyze the impact of word choice on meaning and tone	I			M
Text Diversity Genre *ILS10 RL.6.9*	6.RL.29	Identify the characteristics of different genres (e.g. stories, poems, historical novels, poems, fantasy stories)			I	M
	6.RL.30	Identify the theme in two or more genres (e.g. stories, poems, historical novels, fantasy stories)			I	M
	6.RL.31	Identify the topic in two or more genres (e.g. stories, poems, historical novels,, fantasy stories)			I	M
	6.RL.32	Compare and contrast how two or more stories of the same genre approach a similar theme and topic			I	M
Text Diversity Text Complexity *ILS10 RL.6.10*	6.RL.33	Identify/understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as needed	I			M
Text Structure Organization of the Text *ILS10 RI.6.5*	6.RI.1	Determine text structure: chronology, comparison, cause/effect, and problem/solution			I	M
	6.RI.2	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and the overall development of the ideas			I	M
Text Analysis Compare/Contrast *ILS10 RI.6.9*	6.RI.3	Identify events common to both texts	I			M
	6.RI.4	Identify an author's presentation of events	I			M
	6.RI.5	Compare and contrast the common events in texts written by different authors (e.g. a memoir written by and a biography on the same person)	I			M
Text Analysis Summarizing *ILS10 RI.6.2*	6.RI.6	Determine two or more central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal judgments	I			M
Text Analysis Inference *ILS10 RI.6.1*	6.RI.7	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	M			
	6.RI.8	Formulate inferences from textual material	M			
Text Analysis Main Idea/Central Idea *ILS10 RI.6.2* *ILS10 RI.6.3*	6.RI.9	Define anecdote	M			
	6.RI.10	Identify main idea of a text and supporting details of a text	I			M
	6.RI.11	Analyze text to determine the main idea and supporting details using examples from the text	I			M
	6.RI.12	Identify key ideas about individuals, events, and ideas stated in a text	I			M
	6.RI.13	Analyze how key individuals, events, and ideas in a text are introduced, illustrated, and elaborated	I			M
	6.RI.14	Analyze evidence in a text to support key idea	I			M
Text Analysis: Text Evidence (Support/Details) *ILS10 RI.6.2; ILS10 RI.6.8*	6.RI.15	Identify main idea of a text and supporting details of a text	I			M
	6.RI.16	Analyze text to determine the main idea and supporting details	I			M
	6.RI.17	Locate textual evidence that supports what the text says	I			M
	6.RI.18	Recognize textual evidence that supports inferences drawn from the text	I			M
	6.RI.19	Cite examples of textual evidence that supports inferences drawn from the text	I			M
	6.RI.20	Determine the evidence that supports the explicit analysis of the text	I			M
Text Analysis Making Connections *ILS10 RI.6.7*	6.RI.21	Recognize how to access information from different media and formats			I	M
	6.RI.22	Identify the topic and issue			I	M
	6.RI.23	Integrate information taken from various media, formats, or text			I	M
	6.RI.24	Demonstrate coherent understanding of the topic or issue using information from various media/formats			I	M
Textual Analysis: Questioning *ILS10*	6.RI.25	Not directly addressed within the standards. Questioning should be addressed through other standards for this grade level.				
Textual Analysis: Author's Purpose/Point of View *ILS10 RI.6.6*	6.RI.26	Determine the author's point of view or purpose of a text			I	M
	6.RI.27	Define and understand the influence of personal opinion and judgment when reading a text			I	M
	6.RI.28	Identify details or examples in a text where the author develops the point of view or purpose of the text			I	M
	6.RI.29	Explain how the author conveys his/her point of view throughout the text			I	M
Vocabulary: *ILS10 RI.6.4*	6.RI.30	Identify and determine the meaning of words and phrases, figurative words and phrases, connotative words and phrases, and technical words and phrases in a text	I			M
	6.RI.31	Determine meaning of words and phrases including the figurative, connotative, and technical meaning of words and phrases as they are used in a text	I			M
Text Diversity: Multiple Sources *ILS10 RI.6.9*	6.RI.32	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	I			M

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Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Text Diversity Text Complexity *ILS10 RI.6.10*	6.RI.33	Identify/understand in an informational text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as necessary	I			M
	6.RI.34	Comprehend independently in an informational text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as necessary	I			M
Opinion/Argument Writing *ILS10 W.6.1*	6.W.1	Identify credible sources		I		M
	6.W.2	Use words, phrases, and clauses that show relationships among claims and reasons		I		M
	6.W.3	Determine how to introduce claims		I		M
	6.W.4	Organize reasons and evidence clearly		I		M
	6.W.5	Support claims with clear reasons and relevant evidence		I		M
	6.W.6	Evaluate credibility of sources used and relevance of the evidence		I		M
	6.W.7	Recognize claims, relevance, and evidence		I		M
	6.W.8	Explain the argument presented		I		M
	6.W.9	Demonstrate an understanding of the topic or text		I		M
	6.W.10	Clarify relationships among claims and reasons		I		M
	6.W.11	Establish and maintain a formal style		I		M
	6.W.12	Provide an appropriate concluding statement that follows from the argument presented		I		M
	6.W.13	Write an argument to support claims, including: an introduction to claim(s), clear organization of reasons and evidence, claims supported by clear reasons and relevant evidence, credible sources, a clear understanding of the topic or text under investigation, words, phrases, and clauses that clarify relationships among claim(s) and reasons, establishes and maintains a formal style, and a concluding statement or section that follows from the argument presented		I		M
Informative/ Explanatory Writing *ILS10 W.6.2*	6.W.14	Use formal styles of writing			I	M
	6.W.15	Develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples			I	M
	6.W.16	Determine when to include formatting, graphics, and multimedia to aid comprehension			I	M
	6.W.17	Select various transitions that clarify relationships among ideas and concepts			I	M
	6.W.18	Determine how to organize ideas, concepts, and information			I	M
	6.W.19	Determine when to use various strategies such as definitions, classification, comparison/contrast, and cause/effect			I	M
	6.W.20	Select precise language and domain-specific vocabulary to inform or explain the text			I	M
	6.W.21	Determine a supportive concluding statement or section that follows from the information or explanation presented			I	M
	6.W.22	Write informative/explanatory texts to: examine a topic, convey ideas, convey concepts, and convey information through text selection, organization, and analysis of relevant concept, introduce and develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples, organize ideas, concepts, and information using strategies such as definitions, classification, comparison/contrast, and cause/effect, use formatting, graphics, and multimedia when useful in aiding comprehension, use appropriate transitions to clarify the relationships among ideas and concepts, establish and maintain a formal style, use precise language and domain specific vocabulary to inform and explain the text, and provide a concluding statement or section that follows from the information or explanation presented			I	M
Narrative Writing *ILS10 W.6.3*	6.W.23	Describe the characteristics and organization of a narrative	I	M		
	6.W.24	Describe a variety of ways authors engage readers	I	M		
	6.W.25	Identify how writers use transitional words, phrases, and clauses	I	M		
	6.W.26	Use a variety of techniques to engage the reader and establish context	I	M		
	6.W.27	Develop experiences, events, and/or characters using dialogue, pacing, and detailed descriptions	I	M		
	6.W.28	Use a variety of transitions to convey sequence and signal shifts from one time frame or setting	I	M		
	6.W.29	Compare and contrast relevant and irrelevant details in developing experiences, events, and characters	I	M		
	6.W.30	Analyze effective organizational patterns and conclusions	I	M		
	6.W.31	Use precise words and phrases, relevant descriptive details, and sensory language to develop experiences and events	I			M

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	6.W.32	Write a narrative to develop real or imaginative experiences or events that: engage the reader and establishes a context, uses techniques such as dialogue and description to develop experiences, events, and characters, uses a variety of transitions to convey sequence and signal shifts, uses appropriate precise, descriptive sensory language, and leads to a conclusion	I	M		
Writing Process ILS10 W.6.4 ILS10 W.6.5 ILS10 W.6.6	6.W.33	Analyze the reason for writing a piece to decide on task, purpose, and audience	I			M
	6.W.34	Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience	I			M
	6.W.35	Produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose, and audience	I			M
	6.W.36	With some guidance and support from peers and adults, students recognize, develop, and strengthen their writing by planning, revising, editing, rewriting, and trying a new approach	I			M
	6.W.37	Know how to edit for conventions of writing demonstrating command of language standards 1-3 up to and including grade 6 on p. 52	I			M
	6.W.38	Produce and publish writing	I			M
	6.W.39	Know how to download, save, upload, and attach documents	I			M
	6.W.40	Select appropriate word processing tools	I			M
	6.W.41	Select appropriate tools for communicating and collaborating	I			M
	6.W.42	Use technology, including the internet, to produce and publish writing	I			M
	6.W.43	Use keyboarding skills to type three or more pages in a single sitting	I			M
Research to Write ILS10 W.6.7 ILS10 W.6.8 ILS10 W.6.9	6.W.44	Apply appropriate research and inquiry methods to conduct a research project			I	M
	6.W.45	Apply multiple research resources to conduct short research projects			I	M
	6.W.46	Determine sources to answer a research question			I	M
	6.W.47	Conduct steps for research to answer a question			I	M
	6.W.48	Conduct a short research project to answer a question with appropriate information using a variety of sources			I	M
	6.W.49	Recognize a credible source and assess its credibility			I	M
	6.W.50	Define plagiarism and determine when to credit sources to avoid plagiarism			I	M
	6.W.51	Quote information from a source			I	M
	6.W.52	Provide basic bibliographic information for sources			I	M
	6.W.53	Gather relevant information from print and digital sources			I	M
	6.W.54	Paraphrase the data and conclusions of others			I	M
	6.W.55	Cite textual evidence to support analysis of what the text says explicitly			I	M
	6.W.56	Draw evidence from literary or informational texts to support analysis, reflection, and research			I	M
	6.W.57	Apply grade 6 reading standards to literature (see standard W.6.9)	I			M
	6.W.58	Apply grade 6 reading standards to literary nonfiction (see standard W.6.9)	I			M
Range of Writing ILS10 W.6.10	6.W.59	Identify task, purpose, audience for various types of writing	I			M
	6.W.60	Identify the organizational structures for various types of writing	I			M
	6.W.61	Determine when to write for either extended or shorter time frames based upon task, purpose, and audience	I			M
	6.W.62	Determine appropriate organizational structure to use for various types of writing dependent upon task, purpose, and audience	I			M
	6.W.63	Write for various tasks, purposes, audiences over both extended and shorter time frames	I			M
Comprehension and Collaboration ILS10 SL.6.1 ILS10 SL.6.2 ILS10 SL.6.3	6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly	I			M
	6.SL.2	Come to discussions prepared having read or studied required material	I			M
	6.SL.3	Draw on preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	I			M
	6.SL.4	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	I			M
	6.SL.5	Review the key ideas expressed	I			M
	6.SL.6	Demonstrate understanding of multiple perspectives through reflection and paraphrasing	I			M
	6.SL.7	Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally)	I			M

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	6.SL.8	Explain how information contributes to a topic, text, or issue under study	I			M
	6.SL.9	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	I			M
Presentation ILS10 SL.6.4 ILS10 SL.6.5 ILS10 SL.6.6	6.SL.10	Present claims and findings, sequencing ideas logically	I			M
	6.SL.11	Use pertinent descriptions, facts, and details to accentuate main ideas or themes	I			M
	6.SL.12	Use appropriate eye contact, adequate volume, and clear pronunciation	I			M
	6.SL.13	Include multimedia components (graphics, images, music, sounds)	I			M
	6.SL.14	Include visual displays in presentations to clarify information	I			M
	6.SL.15	Use technology with multimedia components (music, images, graphics, sound) in a presentation to clarify information	I			M
	6.SL.16	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 on page 52 for specific expectations)	I			M
Conventions ILS10 L.6.1 ILS10 L.6.2	6.L.1	Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents) e.g. When the car hit a tree, it made a terrible noise.			M	
	6.L.2	Recognize and correct inappropriate shifts in pronoun number and person			M	
	6.L.3	Recognize variations from standard English (slang, texting language, idioms, accent, dialect, clichés, regional variations)	I			M
	6.L.4	Identify and use strategies to improve expression in language	I			M
	6.L.5	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking	I			M
	6.L.6	Use intensive pronouns (myself, ourselves)			M	
	6.L.7	Use correct pronoun number (singular vs. plural) and person (first vs. third vs. second…I, we, he, she, you)			M	
	6.L.8	Place pronouns in the proper case (subjective, objective, and possessive)			M	
	6.L.9	Apply correct capitalization, punctuation, and spelling when writing	I			M
	6.L.10	Know punctuation rules for commas, parentheses, and dashes	I			M
	6.L.11	Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements	I			M
	6.L.12	Recall and apply spelling rules	I			M
	6.L.13	Identify and correct misspelled words	I			M
Knowledge of Language ILS10 L.6.3	6.L.14	Recognize and use conventions of language for writing, speaking, reading, and listening	I			M
	6.L.15	Recognize various sentence patterns, style, and tone		I		M
	6.L.16	Determine when to vary sentence patterns for meaning, reader/listener interest, and style		I		M
	6.L.17	Maintain consistency in style and tone while speaking and writing		I		M
Vocabulary ILS10 L.6.4 ILS10 L.6.5 ILS10 L.6.6	6.L.18	Identify common context clues in text (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, and a word's function in a sentence)	I			M
	6.L.19	Identify Greek and Latin affixes and roots	I			M
	6.L.20	Recognize and use pronunciation symbols when looking in a dictionary	I			M
	6.L.21	Consult and use print and digital reference materials (dictionary, glossary, thesaurus) to find the pronunciation of a word, clarify a word's precise meaning, and determine a word's part of speech	I			M
	6.L.22	Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary	I			M
	6.L.23	Determines or clarify the meaning of an unknown or multiple meaning word by using context as a clue to the overall meaning of a word or phrase and using Greek and Latin affixes and roots as clues to the meaning of a word	I			M
	6.L.24	Choose flexibility from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	I			M
	6.L.25	Interpret different types of figurative language (e.g. personification)	I			M
	6.L.26	Analyze text to locate figurative language and interpret meanings in context	I			M
	6.L.27	Distinguish among the different types of word relationships (e.g., cause/effect, part/whole, and item/category)			I	M
	6.L.28	Analyze the relationship between particular words (e.g., cause/effect, part/whole, and item/category) for clarity			I	M
	6.L.29	Distinguish among the connotations of words with similar denotations			I	M
	6.L.30	Identify general academic and domain specific words and phrases that are grade appropriate	I			M
	6.L.31	Make meaning and use words and phrases important to the comprehension of academic and domain specific words	I			M
	6.L.32	Apply and use knowledge of vocabulary when considering words and phrases important to comprehension of expression	I			M
	6.L.33	Select appropriate resources to aid in gathering vocabulary knowledge	I			M

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