

Jones County School District Pacing Guide

Sixth Grade English Language Arts ELA

Fourth Nine Weeks

(I): Introduced

(A): Assessed (Formative and/or Summative) (Assessed statements are in bold.)

	Date Introduced	Date Assessed
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I Can: <ul style="list-style-type: none"> • RL.6.1.3 Interpret varied meanings of a selected passage implied in the text. (O) • RL.6.1.4 In writing or discussion, justify the inference by citing the line in the text that proves my finding. (O) 		
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination. I Can: <ul style="list-style-type: none"> • RL.6.2.1 Recognize the theme or central idea of a text. (O) • RL.6.2.2 Locate details from the text that support the theme or central idea of the text. (O) • RL.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text. (O) 		
RL.6.3. Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. I Can: <ul style="list-style-type: none"> • RL.6.3.3 Analyze how characters react or change to the overall momentum of the plot as the problem is resolved. (O) 		
RL.6.4. 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. I Can: <ul style="list-style-type: none"> • RL.6.4.1 Use context clues to determine the meaning of words and phrases. (O, A) • RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. (O, A) • RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the text. (O, A) 		
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. I Can: <ul style="list-style-type: none"> • RL.6.5.5 Analyze how an important scene within a text changes the plot. (O, A) 		

<p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.6.7.1 Compare and contrast the differences between reading the text and listening to the text. (O) • RL.6.7.2 Compare and contrast how photos, drawing, videos, or music affect what the reader perceives. (O, A) 		
<p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL 6.9.2 Compare and contrast texts with similar themes in different genres. (O) 		
<p>RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.6.9.2 Compare and contrast texts with similar themes in different genres. (O, A) RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (O, A) • RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. (O, A) • RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (O, A) 		
<p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.6.1.2 Interpret varied meanings of a selected text. (O) • RI.6.1.3 In writing or discussion, justify the inference by citing the line in the text that proves my finding. (O) 		
<p>RI.6.2. 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.6.2.1 Recognize the theme or central idea of a text. (O) • RI.6.2.2 Locate details from the text that support the theme or central idea of the text. (O) • RI.6.2.3 Summarize the text objectively by combining the theme/central idea and details located in the text. (O) 		

<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). I Can:</p> <ul style="list-style-type: none"> RI.6.3.4 Select specific examples or anecdotes on how the key individual, event, or idea is elaborated. (O) 		
<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. I Can:</p> <ul style="list-style-type: none"> RI.6.4.1 Use context clues to determine the meaning of words and phrases. (O, A) RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. (O) RI.6.4.7 Explain how the technical meanings impact the text. (O,A) 		
<p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. I Can:</p> <ul style="list-style-type: none"> RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. (O,A) RI.6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text. (O,A) 		
<p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. I Can:</p> <ul style="list-style-type: none"> RI.6.7.2 Use different media or formats as well as texts to combine information to better understand a topic or an issue. (O) 		
<p>RI.6.8 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.</p> <ul style="list-style-type: none"> RI.6.8.1 Identify specific claims or arguments in a text. (O,A) RI.6.8.2 Identify sufficient evidence to support specific claims. (O,A) RI.6.8.3 Outline and judge claims based on sufficient evidence found in the text. (O,A) 		
<p>RI.6.9. 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). I Can:</p> <ul style="list-style-type: none"> RI.6.9.1 Identify key events in two different texts by the same author. (O) RI.6.9.2 Compare and contrast key events using text-to-text connections to identify the different authors' perspectives. (O) 		
<p>RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band</p>		

<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (O, A) • RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. (O, A) • RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (O, A) 		
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. <p>I Can:</p> <ul style="list-style-type: none"> • W.6.1.a.1 Organize reasons clearly through a graphic organizer, thinking map, or an outline. (O) • W.6.1.a.2 Provide an introductory statement to state a claim concerning an argument. (O) • W.6.1.b.1 Support claims with facts and details using credible sources that demonstrate a clear understanding of the topic or text. (O) • W.6.1.c.1 Use transitional words to link writing and to show relationships supporting claims and reasons. (O) • W.6.1.d.1 Establish and maintain a formal (authoritative) style. (O) • W.6.1.e.1 Provide a concluding statement that supports the argument presented. (O) 		
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 		

<p>I Can:</p> <ul style="list-style-type: none"> • W.6.2.a.1 Identify text structures and text features within a text as models for my writing. (O) • W.6.2.a.2 Introduce a topic that informs or explains. (O) • W.6.2.a.3 Use strategies such as text structures, text features, or multimedia to help an audience understand the writing. (O) • W.6.2.b.1 Show support of topic with facts, concrete details, definitions, quotations, or other examples in writing. (O) • W.6.2.c.1 Use transitional words to link writing and to show relationships among ideas and concepts. (O) • W.6.2.d.1 Use exact vocabulary and domain specific terms to inform or to explain topic. (O) • W.6.2.e.1 Establish and maintain a formal (authoritative) style. (O) • W.6.2.f.1 Provide a concluding statement that supports the information presented. (O) 		
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e) Provide a conclusion that follows from the narrated experiences or events. <p>I Can:</p> <ul style="list-style-type: none"> • W.6.3.a.1 Review effective narrative writing. (O) • W.6.3.a.2 Brainstorm ideas. (O) • W.6.3.a.3 Introduce narrator and/or characters and the events in a real or an imaginary story. (O) • W.6.3.a.4 Order events in a coherent order to maintain elements of plot. (O) • W.6.3.b.1 Include dialogue, pacing, and descriptive details to develop the narrative. (O) • W.6.3.c.1 Use transitional words to convey the sequence of events and shifts in setting or time frames. (O) • W.6.3.d.1 Use exact words and phrases, descriptive details, and sensory language to create an interesting story. (O) • W.6.3.e.1 Provide a conclusion that ends the narrative with a resolution. (O) 		
<p>W.6.4 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.)</p> <p>I Can:</p> <ul style="list-style-type: none"> • W.6.4.1 Decide on purpose and determine an audience. (O) 		

<p>W.6.4.2 Organize writing in a clear and coherent way for the specific task. (O) W.6.4.3 Produce a writing that is easy to follow and understand. (O)</p>		
<p>W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) I Can:</p> <ul style="list-style-type: none"> • W.6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing process. (O) • W.6.5.2 Make my writing stronger and better by writing parts of it in a new way. (O) • W.6.5.3 Utilize a checklist to develop and strengthen my writing. (O) 		
<p>W.6.6 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. I Can:</p> <ul style="list-style-type: none"> • W.6.6.1 Utilize a checklist to review peer’s papers. (O) • W.6.6.2 Utilize technology, including the Internet, to produce and publish writing. (O) • W.6.6.3 Utilize technology, including the Internet, to interact and collaborate with others, including peer editing. (O) • W.6.6.4 Utilize technology to type three pages in a single sitting. (O) 		
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <ul style="list-style-type: none"> • W.6.7.1 Compile list of sources. (O,A) • W.6.7.2 Use several sources to learn new information. (O,A) • W.6.7.3 Use several sources to answer specific questions. (O,A) • W.6.7.4 Use several sources to further research or investigation. (O,A) 		
<p>W.6.8. 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. I Can:</p> <ul style="list-style-type: none"> • W.6.8.1 Research and gather information from multiple sources. (print and digital sources) (O,A) • W.6.8.2 Critique the credibility of the sources. (O,A) • W.6.8.3 Quote or paraphrase data without plagiarizing. (O, A) • W.6.8.4 Provide bibliographic information for sources (works cited page in proper format). (O,A) 		

<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literary text (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction and/or informational texts (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>I Can:</p> <ul style="list-style-type: none"> • W.6.9.a.1 Identify differences between literary and informational texts. (O) • W.6.9.a.2 Use literature text to cite text evidence. (O, A) • W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) (O) • W.6.9.b.1 Use informational text to cite text evidence. (O, A) • W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) (O) • <i>W.6.9.b.3 Evaluate validity of key details that support claims. (O)</i> 		
<p>W.6.10. 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • W.6.10.1 Routinely write for a specific reason and audience. (O, A) • W.6.10.2 Produce writing over both extended and short time frames. (O, A) 		
<p>SL.6.1. 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.</p> <ul style="list-style-type: none"> • 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. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>I Can:</p> <ul style="list-style-type: none"> • SL.6.1.a.1 Come to class prepared to discuss the topic, text or issue. (O) • SL.6.1.a.2 Participate in teacher-led and partner discussions. (O) • SL.6.1.a.3 Provide evidence from observations and/or readings (visual and audio) to support and reflect on ideas 		

<p>discussed. (O)</p> <ul style="list-style-type: none"> • SL.6.1.b.1 Actively listen and demonstrate respect for each other's viewpoints. (O) • SL.6.1.b.2 Organize individual goals and deadlines. (O) • SL.6.1.b.3 Define my individual role in a collaborative group. (O) • SL.6.1.b.4 Utilize rubrics designed to assess speaking and listening. (O) • SL.6.1.c.1 Defend and support comments on an issue presented. (O) • SL.6.1.d.1 Relate ideas by writing reflections and summaries. (O) 		
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.6.2.1 Explain information presented in different forms of media and formats. (O) • SL.6.2.2 Translate how the information contributes to a topic, text, or issue. (O) 		
<p>SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.6.3.1 Outline a speakers argument and claims that are supported by evidence and reasons. (O,A) • SL.6.3.2 Outline a speakers argument and claims that are not supported by evidence and reasons. (O,A) 		
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.6.4.1 Speak distinctly using appropriate voice level and eye contact during an oral presentation. (O) • SL.6.4.2 Relate the facts, descriptions, and details to justify main ideas and themes. (O) • SL.6.4.3 Present claims and findings in a logical order. (O) 		
<p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.6.5.1 Decide on effective graphics, images, music, and sound to include in a presentation to make my information clearer. (O,A) • SL.6.5.2 Use visual displays and multimedia to reinforce the main idea and themes of the oral presentation. (O,A) 		

<p>SL.6.6. 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.)</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.6.6.1 Use proper grammar when writing, speaking, reading or listening, when indicated or appropriate. (O, A) 		
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.*</p> <p>I Can:</p> <ul style="list-style-type: none"> • L.6.1.a.2 Write to show proper case of pronouns. (O) • L.6.1.b.1 Identify and demonstrate proper use of intensive pronouns. (O) • L.6.1.c.1 Correct inappropriate usage of pronouns in number and person. (O, A) • L.6.1.d.2 Modify vague pronouns used in speaking or writing. (O, A) • L.6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language. (O, A) 		
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p>I Can:</p> <ul style="list-style-type: none"> • L.6.2.a.1 Review correct usage of commas. (O) • L.6.2.a.2 Review correct usage of parentheses and dashes. (O) • L.6.2.a.3 Differentiate between nonrestrictive and parenthetical elements. (O) • L.6.2.a.4 Use punctuation to set off nonrestrictive/parenthetical elements. (O) • L.6.2.b.1 Spell correctly. (O, A) 		

<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> <p>I Can:</p> <ul style="list-style-type: none"> • L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. (O, A) • L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. (O, A) • L.6.3.b.1 Utilize precise wording to maintain consistency in tone. (O, A) 		
<p>L.6.4. 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.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. 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>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>I Can:</p> <ul style="list-style-type: none"> • L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. (O, A) • L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. (O) • L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. (O) • L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context. (O) 		
<p>L.6.6. Acquire and use accurately grade appropriate general academic and domain specific word and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>I Can:</p> <ul style="list-style-type: none"> • L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. (O, A) • L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression. (O, A) 		

Assessed:

- RL.6.4.1 Use context clues to determine the meaning of words and phrases. (O, A)
- RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. (O, A)
- RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the text. (O, A)
- RL.6.5.5 Analyze how an important scene within a text changes the plot. (O, A)
- RL.6.7.2 Compare and contrast how photos, drawing, videos, or music affect what the reader perceives. (I, A)
- RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (O, A)
- RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. (O, A)
- RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (O, A)

- RI.6.4.1 Use context clues to determine the meaning of words and phrases. (O, A)
- RI.6.4.7 Explain how the technical meanings impact the text. (O, A)
- RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. (O, A)
- RI.6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text.
- RI.6.8.1 Identify specific claims or arguments in a text. (O, A)
- RI.6.8.2 Identify sufficient evidence to support specific claims. (O, A)
- RI.6.8.3 Outline and judge claims based on sufficient evidence found in the text. (O, A)
- RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (O, A)
- RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. (O, A)
- RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (O, A)

- W.6.7.1 Compile list of sources. (O, A)
- W.6.7.2 Use several sources to learn new information. (O, A)
- W.6.7.3 Use several sources to answer specific questions. (O, A)
- W.6.7.4 Use several sources to further research or investigation. (O, A)
- W.6.8.1 Research and gather information from multiple sources. (print and digital sources) (O, A)
- W.6.8.2 Critique the credibility of the sources. (O, A)
- W.6.8.3 Quote or paraphrase data without plagiarizing. (O, A)
- W.6.8.4 Provide bibliographic information for sources (works cited page in proper format). (O, A)
- W.6.9.a.2 Use literature text to cite text evidence. (O, A)
- W.6.9.b.1 Use informational text to cite text evidence. (O, A)
- W.6.10.1 Routinely write for a specific reason and audience. (O, A)
- W.6.10.2 Produce writing over both extended and short time frames. (O, A)

- SL.6.3.1 Outline a speaker's argument and claims that are supported by evidence and reasons. (O, A)

- L.6.1.c.1 Correct inappropriate usage of pronouns in number and person. (O, A)
- L.6.1.d.2 Modify vague pronouns used in speaking or writing. (O, A)
- L.6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language. (O, A)

- L.6.2.b.1 Spell correctly. (O, A)
- L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. (O, A)
- L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. (O, A)
- L.6.3.b.1 Utilize precise wording to maintain consistency in tone. (O, A)
- L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. (O, A)
- L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. (1*, 2*, 3*, 4*)
- L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression. (1*, 2*, 3*, 4*)