**Common Core and College Readiness Standards 6th Grade**

**Instructional Strategies Applications**

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| **Reading Standards and Strategies** | | | |
| **College and Career Readiness Standards** | **Common Core Standards**  **Reading** | **AP Goals and**  **Objectives** | **Instructional**  **Strategies** |
| 678.1 **Read** closely to determine what  the text says explicitly and to  make logical inferences from it;  **cite** specific textual evidence  when writing or speaking to  support conclusions drawn from  text | 6.1RL **Cite** textual evidence to support  analysis of what the text says  explicitly as well as inferences  drawn from the text | 1. **Read** complex texts with understanding. 2. **Examine** a variety of writers to examine the wealth of approaches to subject and audience that such writers display. 3. **Become** acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading. 4. **Study**, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit. 5. **Develop** a wide-ranging vocabulary used appropriately and effectively. 6. **Develop** a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness. 7. **Read** to become aware of how stylistic effects are achieved by writers’ linguistic choices. 8. **Analyze** and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques. 9. **Read** deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. 10. **Make** careful observations of textual detail. 11. **Draw** from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. 12. **Gain** awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties. 13. **Read** primary and secondary source material carefully, and synthesize material from these texts in student compositions. 14. **Accompany** reading with thoughtful discussion and writing about works in the company of one’s fellow students. 15. **Read** closely from the following perspectives:   • Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.  • Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.  • Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.   1. **Establish** connections among observations. 2. **Use** graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves. 3. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works. 4. **Underscore** the commonalities and distinctive elements of evocative literary language. 5. **Develop** awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times. 6. **Analyze** images as text. |  |
| 678.2 **Determine** central ideas or  themes of a text and analyze  their development; **summarize**  the key supporting details and  ideas | 6.2RL **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 |
| 678.3 **Analyze** how and why  individuals, events, and ideas  **develop** and **interact** over the  course of a text | 6.3RL **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 |
| 678.4 **Interpret** words and phrase as  they are used in a text, including  determining technical,  connotative, and figurative  meanings, and **analyze** how  specific word choices shape  meaning and tone | 6.4RL **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 |
| 678.5 **Analyze** the structure of texts,  including how specific sentences,  paragraphs, and larger portions  of the text relate to each other  and the whole | 6.5RL **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 |
| 678.6 **Assess** how point of view or  purpose shapes the content and  style of a text | 6.6RL **Explain** how an author develops  the point of view of the narrator  or speaker in a text |
| 678.7 **Integrate** and **evaluate** content  presented in diverse formats and  media, including visually and  quantitatively, as well as in words | 6.7RL **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 |
| 678.8 **Delineate** and **evaluate** the  argument and specific claims in a  text, including the validity of the  reasoning as well as the  relevance and sufficiency of the  evidence | 6.8RL n/a |
| 678.9 **Analyze** how two or more texts  address similar themes or topics  in order to build knowledge or to  compare the approaches the  authors take | 6.9RL **Compare** and **contrast** texts in  different forms or genres in terms  of their approaches to similar  themes and topics |
| 678.10 **Read** and **comprehend**  complex literary and formational  texts independently and  proficiently | 6.10RL **Read** and **comprehend**  literature, including stories,  dramas, and poems |
|  | 6.1RI **Cite** textual evidence to support  analysis of what the text says  explicitly as well as inferences  drawn from the text |
|  | 6.2RI **Determine** a central idea of a text  and show how it is conveyed  through particular details; **provide**  a summary of the text distinct from  personal opinions or judgments |
|  | 6.3RI **Analyze** in detail how a key  individual, event, or idea is  introduced, illustrated, and  elaborated in a text |
|  | 6.4RI **Determine** the meaning of words  or phrases as they are used in a  text, including figurative,  connotative, and technical  meanings |
|  | 6.5RI **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 |
|  | 6.6RI **Determine** an author’s point of  view or purpose in a text and  **explain** how it is conveyed in the  text |
|  | 6.7RI **Integrate** information presented in  different media or formats as well  as in words to develop a coherent  understanding of a topic or issue |
|  | 6.8RI **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 |
|  | 6.9RI **Compare** and **contrast** one  author’s presentation of events  with that of another |
|  | 6.10RI **Read** and **comprehend** literary  nonfiction |
| **Writing Standards and Strategies** | | | |
| 678.1 **Write** arguments to support  claims in an analysis of  substantive topics or texts, using  valid reasoning and relevant and  sufficient evidence | 6.1W **Write** arguments to support  claims with clear reasons and  relevant evidence   1. **introduce** claims and organize the reasons and evidence clearly 2. **support** claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text 3. **use** words, phrases, and clauses to clarify the relationships among claims and reasons 4. **establish** and maintain a formal style 5. **provide** a concluding statement or section that follows from the argument presented | 1. **Formulate** varied, informed arguments. 2. **Consider** each source as a text that was itself written for a particular audience and purpose. 3. **Sort** through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers. 4. **Reflect** on the social and historical values a work reflects and embodies. 5. **Write** in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. 6. **Move** beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience. 7. **Write** in both formal and informal contexts to gain authority and learn to take risks in writing. 8. **Develop** an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. 9. **Write** for a variety of purposes. 10. **Write** thoughtfully and reflectively about composition process. 11. **Vary** writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate. 12. **Develop** an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis. 13. **Write** to understand through the use of response and reaction papers, annotation, free-writing, and reading journals. 14. **Write** to explain through the use of analysis/interpretation and brief focused analyses on aspects of language and structure. 15. **Write** to evaluate through the use of judgments about a work’s artistry, and explore a work’s underlying social and cultural values through analysis, interpretation, and argument. 16. **Write** to explore, discovering ideas through the process of writing about text. 17. **Write** effectively under time constraints. 18. **Create** and **sustain** arguments based on readings, research, and/or personal experience. 19. **Identify** and practice writers’ strategies. 20. **Conduct** informed research and **synthesize** varied sources (to evaluate, cite, and utilize source materials). 21. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used. 22. **Read** primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors (CSE). 23. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used. |  |
| 678.2 **Write** informative/explanatory  texts to examine and convey  complex ideas and information  clearly and accurately through  the effective selection,  organization, and analysis of  content | 6.2W **Write** informative/explanatory  tests to examine a topic and  **convey** ideas, concepts, and  information through the selection,  organization, and **analysis** of  relevant content   1. **introduce** a topic; **organize** ideas, concepts and information, using strategies such as definition, compare/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension 2. **develop** the topic with relevant facts, definitions, concrete details, quotations, or other information and examples 3. **use** appropriate transitions to clarify the relationships among ideas and concepts 4. **use** precise language and domain-specific vocabulary to inform about or explain the topic 5. **establish** and **maintain** a formal style 6. **provide** a concluding statement or section that follows from the information or explanation presented |
| 678.3 **Write** narratives to develop real  or imagined experiences or  events using effective  techniques, well-chosen details,  and well-structured event  sequences | 6.3W **Write** narratives to develop real or  imagined experiences or events  using effective techniques,  relevant descriptive details, and  well-structured even sequences   1. **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 2. **use** narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters 3. **use** a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another 4. **use** precise words and phrases,   relevant descriptive details, and sensory language to convey experiences and events   1. **provide** a conclusion that follows from the narrated experiences or events |
| 678.4 **Produce** clear and coherent  writing in which the development,  organization, and style are  appropriate to task, purpose, and  audience | 6.4W **Produce** clear and coherent  writing in which the development,  organization, and style are  appropriate to task, purpose, and  audience |
| 678.5 **Develop** and **strengthen** writing  as needed by planning, revising,  editing, rewriting, or trying a new  approach | 6.5W **Develop** and **strengthen** writing  as needed by planning, revising,  editing, rewriting, and trying a new  approach |
| 678.6 **Use** technology, including the  Internet, to produce and publish  writing and to interact and  collaborate with others | 6.6W **Use** technology, including the  Internet, to produce and publish  writing and to interact and  collaborate with others;  **demonstrate** sufficient command  of keyboarding skills to type a  minimum of three pages in a  single sitting |
| 678.7 **Conduct** short as well as more  sustained research projects  based on focused questions,  demonstrating understanding of  the subject under investigation | 6.7W **Conduct** short research projects  to answer a question, drawing on  several sources and refocusing  the inquiry when appropriate |
| 678.8 **Gather** relevant information from  multiple print and digital sources,  **assess** the credibility and  accuracy of each source, and  **integrate** the information while  avoiding plagiarism | 6.8W **Gather** relevant information from  multiple print and digital sources,  **assess** the credibility and  accuracy of each source, and  **quote** or paraphrase the data and  conclusions of others while  avoiding plagiarism and providing  basic bibliographic information for  sources |
| 678.9 **Draw** evidence from literary or  informational texts to support  analysis, reflection, and research | 6.9W **Draw** evidence from literary or  informational texts to support  analysis, reflection, and research   1. **apply** grade 6 reading standards to literature 2. **apply** grade 6 reading standards to literary nonfiction |
| 678.10 **Write** routinely over extended  time frames and short time  frames for a range of tasks,  purposes, and audiences | 6.10W **Write** routinely over extended  time frames and short time  frames for a range of tasks,  purposes, and audiences |
| **Listening and Speaking Standards and Strategies** | | | |
| 678.1 **Prepare** for and **participate**  effectively in a range of  conversations and collaborations  with diverse partners, building on  others’ ideas and expressing their  own clearly and persuasively | 6.1LS **Engage** effectively in a range of  collaborative discussions with  diverse partners on grade 6  topics, texts, and issues, building  on others’ ideas and expressing  their own clearly   1. **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 2. **follow** rules for collegial discussions, set specific goals and deadlines, and define individual role as needed 3. **pose** and **respond** to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion 4. **review** the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing | N/A |  |
| 678.2 **Integrate** and **evaluate**  information presented in diverse  media and formats, including  visually, quantitatively, and orally | 6.2LS **Interpret** information presented  in diverse media and formats and  explain how to contributes to a  topic, text, or issue under study |  |
| 678.3 **Evaluate** a speaker’s point of  view, reasoning, and use of  evidence and rhetoric | 6.3SL **Delineate** a speaker’s argument  and specific claims, distinguishing  claims that are supported by  reasons and evidence from  claims that are not |  |
| 678.4 **Present** information, findings,  and supporting evidence such  that listeners can follow the line  of reasoning and the  organization, development, and  style are appropriate to task,  purpose, and audience | 6.4SL **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 |  |
| 678.5 **Make** strategic use of digital  media and visual displays of data  to express information and  enhance understanding of  presentations | 6.5SL **Include** multimedia components  and visual displays in  presentations to clarify  information |  |
| 678.6 **Adapt** speech to a variety of  contexts and communicative  tasks, demonstrating command  of formal English when indicated  or appropriate | 6.6SL **Adapt** speech to a variety of  contexts and communicative  tasks, demonstrating command  of formal English when indicated  or appropriate |  |
| **Language (Grammar) Standards and Strategies** | | | |
| 678.1 **Demonstrate** command of the  conventions of standard English  grammar and usage when writing  or speaking. | 6.1L **Demonstrate** command of the  conventions of standard English  grammar and usage when writing  or speaking.   1. **Ensure** that pronouns are in the proper case 2. **Use** intensive pronouns 3. **Recognize** and **correct** inappropriate shifts in pronoun number and person 4. **Recognize** and **correct** vague pronouns 5. **Recognize** variations from standard English in their own and others’ writing and speaking, and **identify** and **use** strategies to improve expression in conventional language | 1. **Reflect** on the link between grammar and style. 2. **Enhance** ability to use grammatical conventions appropriately and develop stylistic maturity in writing. 3. **Identify** and **practice** writers’ strategies. 4. **Produce** imitation exercises, journals, collaborative writing, and in-class responses. 5. **Apply** effective writing strategies and techniques. 6. **Construct** essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. 7. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works. 8. **Incorporate** subordinate and coordinate constructions in a variety of sentence structures. 9. **Compose** essays with a variety of sentence structures, including appropriate use of subordination and coordination. 10. **Demonstrate** understanding and mastery of standard written English as well as stylistic maturity. 11. **Write** essays that proceed through several stages or drafts, with revision aided by teacher and peers. 12. **Develop** and **organize** ideas in clear, coherent, and persuasive language. 13. **Write** thoughtfully and reflectively about composition process. |  |
| 678.2 **Demonstrate** command of the  conventions of standard English  capitalization, punctuation, and  spelling when writing | 6.2L **Demonstrate** command of the  conventions of standard English  capitalization, punctuation, and  spelling when writing   1. **Use** punctuation to set off nonrestrictive/parenthetical elements 2. **Spell** correctly |
| 678.3 **Apply** knowledge of language to  understand how language  functions in different contexts, to  make effective choices for  meaning and style, and to  comprehend more fully when  reading and listening | 6.3L **Use** knowledge of language and its  conventions when writing,  speaking, reading, or listening   1. **Vary** sentence patterns for meaning, reader/listener interest, and style 2. **Maintain** consistency in style and tone |
| 678.4 **Determine** or **clarify** the  meaning of unknown and  multiple-meaning words and  phrases by using context clues,  analyzing meaningful word parts,  and consulting general and  specialized reference materials,  as appropriate | 6.4L **Determine** or **clarify** the  meaning of unknown and  multiple-meaning words and  phrases based on grade 6  reading and content, choosing  flexibility from a range of  strategies   1. **Use** context as a clue to the meaning of a word or phrase 2. **Use** common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word 3. **Consult** reference materials, both in print and digital, to find the pronunciation of a word and determine or clarify its precise meaning or its part of speech 4. **Verify** the preliminary determination of the meaning of a word or phrase |
| 678.5 **Demonstrate** understanding of  figurative language, word  relationships, and nuances in  word meanings | 6.5L **Demonstrate** understanding of  figurative language, word  relationships, and nuances in  word meanings   1. **Interpret** figures of speech in context 2. **Use** the relationship between particular words to better understand each of the words 3. **Distinguish** among the connotations of words with similar denotations |
| 678.6 **Acquire** and **use** accurately a  range academic and domain-  specific words and phrases  sufficient for reading, writing,  speaking, and listening at the  college and career readiness  level; **demonstrate**  independence in gathering  vocabulary knowledge when  considering a word or phrase  important to comprehension or  expression | 6.6L **Acquire** and **use** accurately a  range academic and domain-  specific words and phrases  sufficient for reading, writing,  speaking, and listening at the  college and career readiness  level; **demonstrate**  independence in gathering  vocabulary knowledge when  considering a word or phrase  important to comprehension or  expression |