Standards	Eligible Content	Know	Understand	Do
1.2 Reading Informational Text				
1.2.A Main Idea Determine the 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.	Eligible Content B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	main/central idea, key/supporting details, summary	Central ideas are used and conveyed through the details of the text. Summaries are written using central ideas and details from a text.	Students will be able to identify the central idea of a text Students will be able to write an objective summary of a text
1.2.B Text Analysis (Cite Evidence) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Eligible Content B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	inferences and/or generalizations, explicit and implicit, cite, evidence, analyze	Text evidence is used to support analysis of a text and make inferences and generalizations.	Students will be able to make inferences and/or generalizations from the text. Students will be able to cite text evidence to support analysis.
1.2.C Text Analysis (Analyze) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).	anecdote, examples, illustrate, elaborate, sequence of steps	Individuals, events, or ideas are developed in a text through examples, anecdotes or a sequence of steps.	Students will be able to analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
1.2.D Point of View Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	first person, second person, third person limited, third person objective, and third person omniscient point of view, inform, explain, describe, persuade, entertain.	An author's point of view or purpose is used to identify the author's position in a text.	Students will be able to identify and explain how a point of view or purpose is conveyed in a text.
1.2.E Text Structure Analyze the author's structure through the use of paragraphs, chapters, or sections.	E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.	cause & effect, sequential, chronological, problem-solution, compare & contrast, description, heading, subheading, sidebar, fact box, graph, picture, illustration, highlights, bold, italics, caption, diagram, map, etc.	Texts follow an organization and structure in order for readers to understand it.	Students will be able to identify various text structures and text features and explain their purpose.
1.2.F Vocabulary Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	E06.B-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text. E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	technical language/jargon, alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, repetition, simile, context clues, inferences, various Greek & Latin roots, synonyms, antonyms, examples, part-to-whole, cause & effect, item/category, connotation, denotation, analogy	Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate knowledge of Greek or Latin affixes. -Students will be able to demonstrate knowledge of figurative language in a text. -Students will be identify word relationships by solving analogies. -Students will be able to interpret figures of speech in context. -Students will be able to distinguish among the connotations of words with similar denotations.

Standards	Eligible Content	Know	Understand	Do
1.2.G Diverse Media 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.	There is no Eligible Content for this standard.	visual elements (stills, animations, etc.), technical terms, sound elements (music, narration, etc.), presentation	Information can be presented using different medias or formats.	Students will be able to create a multimedia presentation to develop a coherent understanding of a topic.
1.2.H Evaluating Arguments Evaluate an author's argument by examining claims and determining if they are supported by evidence.	E06.B-C.3.1.1 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 (e.g., fact/opinion, bias).	argument, fact, opinion, reasons, evidence, claims, counterclaims, evaluate, support, thesis, trace, persuasive, logic, logical appeal. ethos, pathos, emotional appeal, bias	Arguments should be supported based on reasons and evidence.	Students will identify the difference claims supported by reasons and evidence versus claims supported by fact, opinions, or bias. Students will be able to identify and evaluate an argument and claims in a text.
1.2.I Analysis Across texts Examine how two authors present similar information in different types of text.	E06.B-C.3.1.2 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).	informational genres (memoir, biography, autobiography), compare & contrast	Authors can present information on the same topic differently.	Students will be able to compare and contrast one author's presentation of a topic with another.
1.2.J Vocabulary Acquisition and Use 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.	E06.B-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text. E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	technical language/jargon, alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, repetition, simile, context clues, inferences, various Greek & Latin roots, synonyms, antonyms, examples, part-to-whole, cause & effect, item/category, connotation, denotation, analogy	Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate knowledge of Greek or Latin affixes. -Students will be able to demonstrate knowledge of figurative language in a text. -Students will identify word relationships by solving analogies. -Students will be able to interpret figures of speech in context. -Students will be able to distinguish among the connotations of words with similar denotations.

Standards	Eligible Content	Know	Understand	Do
1.2.K Vocabulary Acquisition and Use (meaning) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	E06.B-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text. E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	technical language/jargon, alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, repetition, simile, context clues, inferences, various Greek & Latin roots, synonyms, antonyms, examples, part-to-whole, cause & effect, item/category, connotation, denotation, analogy	Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate knowledge of Greek or Latin affixes. -Students will be able to demonstrate knowledge of figurative language in a text. -Students will be identify word relationships by solving analogies. -Students will be able to interpret figures of speech in context. -Students will be able to distinguish among the connotations of words with similar denotations.
CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	There is no Eligible Content for this standard.	fluently, comprehend, proficient, independent	It is important to read and understand an literary nonfiction and informational texts.	-Students will be able to read and comprehend literary nonfiction and informational texts independently.
1.3 Reading Literature				
1.3.A Theme 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.	Eligible Content A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	theme, message of a story or life, central idea, moral, stated, implied	Central ideas and themes are conveyed through the details of a text. Summaries are written using central ideas and details from a text.	Students will be able to determine the theme or central idea of a text. Students will be able to write an objective summary of a text.
1.3.B Text Analysis. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Eligible Content A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	text evidence, inferences, generalizations, analysis, drawing conclusions	Text evidence is used to support analysis of a text and make inferences and generalizations.	Students will be able to cite appropriate textual evidence in order to support inferences, generalizations, and conclusions.
1.3.6.C Literary Elements Describe how a particular story 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.	Eligible Content A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	plot (exposition, conflict/inciting incident, rising action, climax, falling action, resolution), events, drama, script, characters, dialogue, setting, act, scene	Literary elements interact with one another to advance the plot of a text. Characters in a text respond and change based on the events that happen in a story.	Students will be able to describe the plot of a story. Students will be able to explain how characters respond/change as the plot moves toward a resolution.
1.3.D Point of View Determine an author's purpose in a text and explain how it is conveyed in the text.	Eligible Content A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.	first person, second person, third person limited, third person objective, and third person omniscient point of view, inform, explain, describe, persuade, entertain.	Authors write for a variety of reasons. The narrator's or speaker's point of view in a text can determine the effectiveness of the author's purpose.	Students will be able to determine the author's purpose of a text. Students will be able to understand how an author develops the points of view of different characters and how it affects the story.

Standards	Eligible Content	Know	Understand	Do
1.3.E Text Structure. Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Eligible Content A-C.2.1.2: 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.	cause & effect, sequential, chronological, problem-solution, question & answer, spatial, transitions, inductive & deductive reasoning, heading, subheading, sidebar, fact box, graph, picture, illustration, highlights, bold, italics, caption, diagram, map, etc., stanza, lines, drama, scenes, acts, stage directions, rhyme scheme, repetition, couplet	The structure or form of a text contributes to the meaning of the text.	Students will be able to analyze structure or form of a text to see how it contributes to the meaning.
1.3.F Vocabulary. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. E06.A-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	technical language/jargon, alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, repetition, simile, context clues, inferences, various Greek & Latin roots, synonyms, antonyms, examples, part-to-whole, cause & effect, item/category, connotation, denotation, analogy	Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate knowledge of Greek or Latin affixes. -Students will be able to demonstrate knowledge of figurative language in a text. -Students will be identify word relationships by solving analogies. -Students will be able to interpret figures of speech in context. -Students will be able to distinguish among the connotations of words with similar denotations.
1.3.G Sources of Information Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.	There is no Eligible Content for this standard.	story elements, visual elements (stills, animations, etc.), technical terms, sound elements (music, narration, etc.)	Multimedia elements can change the way a text is perceived.	Students will be able to compare and contrast how a written text is similar or different than the multimedia version of the same text.
1.3.H Knowledge & Ideas Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	Eligible Content A-C. 3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.	genres (historical fiction, realistic fiction, science fiction, fantasy, fables, etc.), poems, theme, literary elements (plot, characters, setting, theme, point of view, etc.)	Authors can present information on the same topic differently.	Students will be to compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Standards	Eligible Content	Know	Understand	Do
1.3.I Vocabulary Acquisition & Use Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools	E06.A-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	technical language/jargon, alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, repetition, simile, context clues, inferences, various Greek & Latin roots, synonyms, antonyms, examples, part-to-whole, cause & effect, item/category, connotation, denotation, analogy	Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate knowledge of Greek or Latin affixes. -Students will be able to demonstrate knowledge of figurative language in a text. -Students will be identify word relationships by solving analogies. -Students will be able to interpret figures of speech in context. -Students will be able to distinguish among the connotations of words with similar denotations.
1.3.J Vocabulary Acquisition & Use 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.	E06.A-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	technical language/jargon, alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, repetition, simile, context clues, inferences, various Greek & Latin roots, synonyms, antonyms, examples, part-to-whole, cause & effect, item/category, connotation, denotation, analogy	Words and phrases can have multiple meanings based on their context within a text.	-Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases. -Students will be able to demonstrate knowledge of Greek or Latin affixes. -Students will be able to demonstrate knowledge of figurative language in a text. -Students will be identify word relationships by solving analogies. -Students will be able to interpret figures of speech in context. -Students will be able to distinguish among the connotations of words with similar denotations.
1.3.K Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently.	There is no Eligible Content for this standard.	fluently, comprehend, proficient, independent	It is important to read and understand literary fiction texts.	-Students will be able to read and comprehend literary nonfiction and informational texts independently.
1.4 Writing				
1.4.A Informative Explanatory Overview Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	There is no Eligible Content for this standard.	inform, explain, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language	Informative/explanatory texts should examine topics and convey ideas, concepts, and information clearly.	Students will be able to write an informative/explanatory essay.

Standards	Eligible Content	Know	Understand	Do
1.4.B Informative/Explanatory Focus Identify and introduce the topic for the intended audience.	There is no Eligible Content for this standard.	inform, explain, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Introductory paragraphs to an informative/explanatory essay are used to identify and introduce the topic for the intended audience.	Students will be able to write an introductory paragraph for an informative/explanatory essay.
1.4.C Informative/Explanatory Content Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	There is no Eligible Content for this standard.	inform, explain, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Body paragraphs in an informative/explanatory essay should be written using facts, definitions, or concrete details that can be supported using evidence.	Students will be able to write body paragraphs that contain facts, definitions, or concrete details supported by evidence.
1.4.D Informative/Explanatory Organization Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	There is no Eligible Content for this standard.	inform, explain, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	An informative/explanatory essay should be organized following a text structure with appropriate transitions. The essay's structure should contain a concluding statement or section.	Students will be able to write an informative/explanatory essay that follows a structure with appropriate transitions and contains a concluding statement or section.
1.4.E Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. ☐ Use precise language and domain-specific vocabulary to inform about or explain the topic. ☐ Use sentences of varying lengths and complexities. ☐ Develop and maintain a consistent voice. ☐ Establish and maintain a formal style.	There is no Eligible Content for this standard.	inform, explain, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Authors write using different styles and techniques for different purposes.	Students will be able to write using various language and domain-specific vocabulary and varying sentences structures. Students will be able to develop and maintain a consistent voice and formal style in an informative/explanatory essay.
1.4.F I/E Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	There is no Eligible Content for this standard.	inform, explain, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	When writing, the English language has rules so that written works can be understood.	Students will be able to write and demonstrate a grade-appropriate command of the conventions of standard English.
1.4.G Opinion/Argumentative Overview Write arguments to support claims.	There is no Eligible Content for this standard.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Opinion/argumentative essays are written to support claims.	Students will be able to write an argumentative essay.
1.4.H Opinion/Argumentative Focus Introduce and state an opinion on a topic.	There is no Eligible Content for this standard.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Introductory paragraphs to an opinion/argumentative essay are used to state and introduce the topic.	Students will be able to write an introductory paragraph for an opinion/argumentative essay.
1.4.I Opinion/Argumentative Content Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	There is no Eligible Content for this standard.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Reasons and evidence in an opinion/argumentative essay should be from a credible source and support the topic. .	Students will be able to write support their claim using clear reasons and relevant evidence from a credible source in an opinion/argumentative essay.
1.4.J Opinion/Argumentative Organization Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.	There is no Eligible Content for this standard.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	An opinion/argumentative essay should be organized with clear reasons and evidence using words, phrases, and clauses to clarify the relationship. The essay's structure should contain a concluding statement or section.	Students will be able to write an opinion/argumentative essay that contains clear reasons and evidence and clarifies their relationship. Students will be able to write an opinion/argumentative essay that contains a concluding statement or section.

Standards	Eligible Content	Know	Understand	Do
1.4.K Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. ☐ Use precise language and domain-specific vocabulary to inform about or explain the topic. ☐ Use sentences of varying lengths and complexities. ☐ Develop and maintain a consistent voice. ☐ Establish and maintain a formal style.	There is no Eligible Content for this standard.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Authors write using different styles and techniques for different purposes.	Students will be able to write using various language and domain-specific vocabulary and varying sentences structures. Students will be able to develop and maintain a consistent voice and formal style in an informative/explanatory essay.
1.4.L O/A Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	There is no Eligible Content for this standard.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	When writing, the English language has rules so that written works can be understood.	Students will be able to write and demonstrate a grade-appropriate command of the conventions of standard English.
1.4.M Narrative Overview Write narratives to develop real or imagined experiences or events.	There is no Eligible Content for this standard.	narrative, sensory language, characters, events, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Narratives are written to develop real or imagined experiences or events.	Students will be able to write a narrative about real or imagined experiences.
1.4.N Narrative Focus Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	There is no Eligible Content for this standard.	narrative, sensory language, characters, events, sequence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Introductory paragraphs to a narrative essay should establish the context and introduce the narrator and/or characters.	Students will be able to write an introductory paragraph for a narrative essay.
1.4.O Narrative Content Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	There is no Eligible Content for this standard.	narrative, sensory language, characters, events, sequence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Narratives are written using various techniques.	Students will be able to write using various narrative techniques such as dialogue, description, and pacing to develop their story. Students will be able to use relevant, descriptive details and sensory language to convey experiences and events.
1.4.P Narrative Organization Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.	There is no Eligible Content for this standard.	narrative, sensory language, characters, events, sequence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Narratives are organized logically using appropriate transitions for events to unfold naturally.	Students will be able to write a narrative with a logical organization and appropriate transitions so events unfold naturally. Students will be able to write a narrative that contains a conclusion.
1.4.Q Narrative Style Write with an awareness of the stylistic aspects of writing. ☐ Vary sentence patterns for meaning, reader/listener interest, and style. ☐ Use precise language. ☐ Develop and maintain a consistent voice	There is no Eligible Content for this standard.	narrative, sensory language, characters, events, sequence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	Authors write using different styles and techniques for different purposes.	Students will be able to write using varying sentences structures. Students will be able to develop and maintain a consistent voice and formal style in an informative/explanatory essay.
1.4.R Narrative Conventions of Language Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	There is no Eligible Content for this standard.	narrative, sensory language, characters, events, sequence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting	When writing, the English language has rules so that written works can be understood.	Students will be able to write and demonstrate a grade-appropriate command of the conventions of standard English.

Standards	Eligible Content	Know	Understand	Do
1.4.S Response to Literature Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	TDA Eligible Content E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting, audience, analysis, text-dependent, inferences	Introductory paragraphs are used to establish the audience, topic or opinion, and logically structure writing.	Students will be able to write an introductory paragraph to introduce a text to the intended audience while establishing their opinion and logically structuring their writing.
	TDA Eligible Content E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting, audience, analysis, text-dependent, inferences	Text evidence is used to support analysis of a text and make inferences and develop an understanding of the text.	Students will be able to develop the analysis using relevant evidence from texts to support claims, opinions, ideas, and inferences and demonstrating understanding of texts.
	TDA Eligible Content E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting, audience, analysis, text-dependent, inferences	Transitions in writing clarify the relationship among ideas and concepts.	Students will be able to use appropriate transitions in their writing to clarify the relationships among ideas and concepts.
	TDA Eligible Content E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting, audience, analysis, text-dependent, inferences	Authors write using a variety of vocabulary for different reasons.	Students will be able to write with precise language and domain-specific vocabulary to inform about or explain a topic and/or convey the experience and events.
	TDA Eligible Content E.1.1.5 Establish and maintain a formal style.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting, audience, analysis, text-dependent, inferences	Authors write using different styles for different purposes.	Students will be able to establish and maintain a formal style of writing.
	TDA Eligible Content E.1.1.6 Provide a concluding section that follows from the analysis presented.	opinion, argument, thesis, claim, reasons, evidence, topic, concept, ideas, support, organization, focus, content, style, structure, conventions of language, transitions, voice, details, domain-specific language, formatting, audience, analysis, text-dependent, inferences	Conclusions	Students will be able to create a logical conclusion in their analysis.
1.4.T Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	There is no Eligible Content for this standard.	writing process (brainstorm, draft, revise, edit, publish), conference	Our writing can be strengthened with support and guidance from peers and adults.	Students will be able to self and peer edit and revise their writing.
1.4.U Publication 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.	There is no Eligible Content for this standard.	publish, collaborate, keyboarding	Technology can be used to produce and publish writing that allows for collaboration.	Students will be able to produce and publish their writing by typing using technology.
1.4.V Conducting Research Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	There is no Eligible Content for this standard.	research, sources, questioning	Research projects can be completed using various sources to answer a question.	Students will be able to completed a research project to answer a question using various sources.

Standards	Eligible Content	Know	Understand	Do
1.4.W Credibility, Reliability, & Validity of Sources 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.	There is no Eligible Content for this standard.	credible, reliable, valid, relevant, sources, quote, paraphrase, plagiarism, bibliography, print and digital sources	When gathering information from various sources, it's important to assess the credibility and quote/paraphrase information to avoid plagiarism.	Students will be able to assess the credibility of various sources. Students will be able to quote or paraphrase information to avoid plagiarism. Students will be able to provide a basic bibliography for information from sources.
1.4.X Range of Writing 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.	There is no Eligible Content for this standard.	research, reflection, revisions, purpose, audience, task	Authors write for different purposes using various amounts of times.	Students will be able to write for various purposes for various lengths of time.
1.5 Speaking & Listening				
1.5.A Collaborative Discussion Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	There is no Eligible Content for this standard.	discuss, collaborate, contribute, ideas, expression, engage	It's important to be able to engage in an effective collaborative discussion.	Students will be able to have meaningful discussions with one another.
1.5.B Critical Listening Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	There is no Eligible Content for this standard.	argument, opinion, reasons, evidence, claims, counterclaims, evaluate, support, thesis, trace, fact, delineate	When evaluating a speaker's argument, it's important to recognize claims that are not supported by factual evidence.	Students will be able to effectively evaluate a speaker's claim or argument.
1.5.C Evaluating Information 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.	There is no Eligible Content for this standard.	visual elements (stills, animations, etc.), technical terms, sound elements (music, narration, etc.)	Information presented in diverse media and formats can be used to explain a topic, text, or issue.	Students will be able to identify the topic, text, or issue and evaluate how various diverse media and formats support it.
1.5.D Purpose, Audience, & Task 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.	There is no Eligible Content for this standard.	claims, findings, sequence, purpose, audience, task, volume, eye contact, pronunciation, pertinent, accentuate	When presenting, it is important sequence ideas logically with pertinent information while maintaining appropriate eye contact, adequate volume, and clear pronunciation.	Students will be able to present pertinent information logically while maintaining appropriate eye contact, adequate volume, and clear pronunciation.
1.5.E Context Adapt speech to a variety of contexts and tasks.	There is no Eligible Content for this standard.	purpose, context, task	Speech can be adapted for various contexts and tasks.	Students will be able to alter their speech based on the context or task.
1.5.F Integration of Knowledge & Ideas Multimedia Include multimedia components and visual displays in presentations to clarify information.	There is no Eligible Content for this standard.	multimedia components (visual, auditory, etc.)	Multimedia components and visual displays can help to clarify information.	Students will be able to use multimedia components and visual displays in presentations to clarify information.
1.5.G Conventions of Standard English Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	There is no Eligible Content for this standard.	conventions, grammar, spelling, punctuation	When presenting, follow the conventions of standard English so that your audience understands your presentation.	Students will be able to use the conventions of standard English when presenting.
Conventions of Standard English				
	Eligible Content D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).	pronouns, subjective, objective, possessive	The English language follows rules in order for others to understand what is written.	Students will be able to identify and use the different pronoun cases appropriately (i.e. subjective, objective, and possessive).

Standards	Eligible Content	Know	Understand	Do
1.4.6.F/L/R Conventions of Standard English Demonstrate command of the conventions of standard English based on Grade 6 level and content.	Eligible Content D.1.1.2 Use intensive pronouns (e.g., myself, ourselves).	intensive pronouns	The English language follows rules in order for others to understand what is written.	Students will be able to identify and use the different intensive pronoun case appropriately.
	Eligible Content D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.*	pronoun number, pronoun person, antecedent	The English language follows rules in order for others to understand what is written.	Students will be able to determine and correct inappropriate shifts in pronoun number and person.
	Eligible Content D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	vague pronouns	The English language follows rules in order for others to understand what is written.	Students will be able to determine and correct vague pronouns.
	Eligible Content D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*	verb tenses (past, present, future), verb shift	The English language follows rules in order for others to understand what is written.	Students will be able to determine and correct inappropriate shifts in verb tense.
	Eligible Content D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*	sentence, fragment, run-on, independent clause, dependent clause	The English language follows rules in order for others to understand what is written.	Students will be able to create complete sentences, and recognize and correct inappropriate fragments and run-on sentences.
	Eligible Content D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*	commonly confused words	The English language follows rules in order for others to understand what is written.	Students will be able to identify and correctly use commonly confused words.
	Eligible Content D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*	subject, verb, pronoun, antecedent	The English language follows rules in order for others to understand what is written.	Students will be able to determine subject-verb and pronoun-antecedent agreement.
1.4.6.F/L/R Conventions of Standard English Demonstrate command of the conventions of standard English based on Grade 6 level and content.	Eligible Content D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	punctuation (commas, parentheses, dashes, hyphens)	The English language follows rules in order for others to understand what is written.	Students will be able to use correct punctuation to set off nonrestrictive/parenthetical elements.
	Eligible Content D.1.2.2 Spell Correctly	spelling	The English language follows rules in order for others to understand what is written.	Students will be able to spell correctly.
	Eligible Content D.1.2.3 Use punctuation to separate items in a series.*	punctuation, commas, list, series	The English language follows rules in order for others to understand what is written.	Students will be able to use commas to separate items in a series.
1.4.6.E/K/Q/U Conventions of Standard English Demonstrate command of the conventions of standard English based on Grade 6 level and content.	Eligible Content D.2.1.1 Vary sentence patterns for meaning, reader/listener interests, and style*	types of sentences, style, tone	The English language follows rules in order for others to understand what is written.	Students will be able to use sentence patterns to vary meaning, reader/listener interests, and style.
	Eligible Content D.2.1.2 Maintain consistency in style and tone	style, tone, consistent	The English language follows rules in order for others to understand what is written.	Students will be able to maintain consistent style and tone in their writing.
	Eligible Content D.2.1.3 Choose words and phrases to convey ideas precisely.*	word choice, convey	The English language follows rules in order for others to understand what is written.	Students will be able to choose words and phrases to convey ideas precisely.
	Eligible Content D.2.1.4 Choose punctuation for effect.*	punctuation (period, question mark, exclamation point)	The English language follows rules in order for others to understand what is written.	Students will be able to create effect by using correct punctuation.
	Eligible Content D.2.1.5 Choose words and phrases for effect.*	word choice, style	The English language follows rules in order for others to understand what is written.	Students will be able to choose words and phrases for effect in their writing