

**Main Criteria:** Rhode Island World-Class Standards

**Secondary Criteria:** Fix It! Grammar

**Subject:** Language Arts

**Grade:** 6

**Correlation Options:** Show Correlated

**Rhode Island World-Class Standards**

**Language Arts**

Grade: 6 - Adopted: 2021

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

SPECIFIC INDICATOR

1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

**Fix It! Grammar**

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SPECIFIC  
INDICATOR

1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Fix It! Grammar**

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SPECIFIC  
INDICATOR

1.c.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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SPECIFIC INDICATOR

1.d.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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**DOMAIN**

**College and Career Readiness Anchor Standards for Reading**

**STATEMENT OF ENDURING KNOWLEDGE**

**Craft and Structure**

GSE STEM

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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**DOMAIN**

**College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM

10

Independently and proficiently read and comprehend complex literary and informational texts.

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**DOMAIN**

**College and Career Readiness Anchor Standards for Writing**

**STATEMENT  
OF ENDURING  
KNOWLEDGE**

**Production and Distribution of Writing**

GSE STEM

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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**DOMAIN**

**College and Career Readiness Anchor Standards for Speaking and Listening**

**STATEMENT  
OF ENDURING  
KNOWLEDGE**

**Comprehension and Collaboration**

GSE STEM 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.

**Fix It! Grammar**

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**DOMAIN**

**College and Career Readiness Anchor Standards for Language**

**STATEMENT  
OF ENDURING  
KNOWLEDGE**

**Convention of Standard English**



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GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**DOMAIN**

**College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>Vocabulary Acquisition and Use</b>
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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.

**Fix It! Grammar**

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GSE STEM 6 Acquire and use accurately a range of general 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.

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**DOMAIN**

**Grade 6 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 6 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

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**DOMAIN**

**Grade 6 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>Grade 6 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>	<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

**Fix It! Grammar**

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**DOMAIN**

**Grade 6 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

**Fix It! Grammar**

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**DOMAIN** Grade 6 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC  
INDICATOR

1.a. 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. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

**Fix It! Grammar**

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SPECIFIC  
INDICATOR

1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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SPECIFIC INDICATOR 1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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**DOMAIN** Grade 6 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

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INDICATOR 1.b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.

**Fix It! Grammar**

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INDICATOR 1.c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR

2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

**Fix It! Grammar**

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**DOMAIN**

**Grade 6 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	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.

SPECIFIC  
INDICATOR

4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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SPECIFIC  
INDICATOR

4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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SPECIFIC INDICATOR

4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**DOMAIN**

**Grade 6 Language Standards [L]**

**STATEMENT OF ENDURING KNOWLEDGE**

**Vocabulary Acquisition and Use**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

**Fix It! Grammar**

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